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**“TASK-BASED LANGUAGE TEACHING APPLIED TO INTERMEDIATE  
STUDENTS OF ASUNCION HIGH SCHOOL TO MOTIVATE ENGLISH  
LANGUAGE PRODUCTION”**

Tesis previa a la obtención  
del Grado de Magister en Lengua Inglesa  
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## RESUMEN

Una de las razones para el bajo rendimiento del inglés de los estudiantes de secundaria se debe al uso de estrategias tradicionales. La enseñanza de idiomas basada en tareas (TBLT por sus siglas en inglés) es un tema importante en el campo de la adquisición de una segunda lengua ya que esta metodología promueve clases centradas en los procesos más que en los productos, es decir, la enseñanza se centra en la comunicación. Durante este proyecto de investigación se aplicaron actividades basadas en tareas en las clases de inglés a un grupo de estudiantes de nivel intermedio de entre diecisiete y dieciocho años de edad en una institución educativa privada en Cuenca. Dos propósitos fueron establecidos en esta investigación: motivar a los estudiantes a que incrementen su producción de la lengua extranjera mediante el uso de tareas y, determinar el mejoramiento en la producción del inglés como resultado del uso de la metodología mencionada. Dos análisis fueron empleados, el cuantitativo y el cualitativo. Se utilizaron tanto estudios estadísticos como el interpretativo, para examinar los datos obtenidos. Los resultados revelan que el uso de la enseñanza de idiomas basada en tareas tuvo un considerable impacto positivo en su motivación y conocimientos. Además, los comentarios de los estudiantes, respecto a las diferentes tareas utilizadas en las clases fueron positivos. Sin embargo, en el campo de la adquisición de un segundo idioma, es necesario realizar estudios más profundos para la verificación de la eficacia del uso de la enseñanza de idiomas basada en tareas.

Palabras clave: enseñanza mediante tareas, motivación, producción de inglés, segundo idioma, análisis cualitativo y cuantitativo.



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## ABSTRACT

One of the reasons for the limited knowledge and poor performance in English of the high school students is related to the use of traditional teaching strategies. Task-based language teaching (TBLT) has become a significant issue in the field of second language acquisition in terms of promoting process-focused programs and developing communicative tasks to enhance learners' real language. Throughout this research project, task-based activities are applied in English classes to a group of intermediate high school learners between the ages of seventeen and eighteen in a private institute in Cuenca. The purpose of this research project is to motivate intermediate high school students to improve their English language output by using TBLT and to determine the improvement in students' language output as a result of using TBLT in the classroom. The data and results are evaluated using quantitative and qualitative analysis. Statistics as well interpretative analysis are used to examine the data collected. With respect to students' motivation, the findings revealed that, TBLT had a considerable impact on students' motivation. Qualitative results show that, most of the time, students accomplished the outcomes and had positive remarks about the different tasks used in TBLT lessons. However, researchers concerned with second language acquisition should continue conducting further studies in order to determine the effectiveness of TBLT.

Keywords: Task-Based Language Teaching, motivation, English production, second language, qualitative and quantitative analysis.



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Yo, María Daniela Calle Calle, autora de la tesis “Task-Based Language Teaching Applied to Intermediate High School Students of Asuncion High School to Motivate English Language Production”, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 2 de Mayo de 2014

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## **DEDICATION**

With affection and love to Mamia, Pablo, my children Pedro José, Juan Diego and Daniel Augusto and to my family who has always been my constant source of love, concern, support, and strength.



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## INTRODUCTION

At the present time English is an important and useful tool; however, most high school students have not learned English after at least six years of formal education. One of the reason students are not disposed to learn it is that structure-focused methodologies are still used by teachers. A study conducted in public schools in Cuenca by Calle et al. reveals that “the poor English literacy performance of high school students is negatively affected by the use of traditional teaching strategies, the teacher-centered approach, the lack of interaction with and among students in the target language, and the confusion of teachers when applying different communicative strategies” (1). As a consequence, students are not motivated to learn the language because it is not significant for them since they are not able to use it as a communicative tool.

During the 1980s, Communicative Language Teaching (CLT) was dominant in the field of Second Language Acquisition (SLA). Research in the field of SLA has demonstrated that learners do not acquire language the same way as it is often taught, that is, form-focused; instead, the functional and communicative potential of language was emphasized. Task-based language teaching (TBLT) has become a significant issue in the field of second language acquisition in terms of promoting process-focused programs and developing communicative tasks to enhance learners’ real language.

This thesis, titled “Task-Based Language Teaching Applied to Intermediate High School Students of Asuncion High School to Motivate English Language



Production”, focuses on TBLT. In this research project, task-based activities are applied in English classes to a group of intermediate high school learners between the ages of seventeen and eighteen. The study will be done with a sample of the population of third bachillerato in Asuncion High School, a private institute in Cuenca. The objectives of this paper are to motivate intermediate high school students to improve their English language output by using TBLT and to determine the improvement in students’ language output as a result of using TBLT in the classroom.

Therefore, motivation will be an essential aspect considered through this research. Dornyei points out that “during the process of learning a second language, the learner’s enthusiasm, commitment and persistence are key determinants of success or failure” (5). This author also claims that it has been proved that, during the process of learning a second language, motivation has a great effect on learning. Hence, language must be meaningful to students through activities that present real communication which is the main feature of TBLT.

The following research includes a theoretical framework where different approaches are described. Task Based Learning Teaching and motivation are emphasized since they are the basis for this research. Four studies are also cited in which different aspects of TBLT were applied and subsequent observations made. The succeeding chapter indicates the methodology used in this research followed by the evaluation of the data and results using quantitative and qualitative analysis. Finally, the author’s conclusions and recommendations for further researches are stated; also some limitations found through this research are included.



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## CHAPTER I: SCOPE OF THE STUDY

### 1. 1. Background and Justification

Nowadays, English has become an important tool, as it is an international language. Nevertheless, students, especially in high schools, do not view the language as a significant means of communication, because teachers still focus on form rather than on use and, in an EFL situation, they do not need English for immediate communication purposes. Courtney explains that “in order to present learners with effective learning opportunities, teachers need to know what type of task learners find motivating and why” (6). Therefore, it is important that teachers make use of new communicative strategies to improve English classes and to present a meaningful language to students. In this case, Task-Based Language Teaching (TBLT) is considered an important tool for English classes, as it is based on a series of tasks, not on grammar or other linguistic points. Also, the tasks are meaningful to students because communication is needed to complete different tasks.

### 1. 2. Problem Statement

Even though it has been shown that English is an important and useful tool, most high school students either do not like English or are not willing to learn it. One of the reasons students have not learned English after at least six years of formal education is that they have been taught the subject using structure-focused methodologies. Teachers still use grammatical rules, repetition, and memory in their English classes. As a result, the language holds no significance



for the learners and they are not able to use it to communicate. Thus, the students are not motivated to learn the language, because it is not meaningful for them. Another reason is the natural tendency for students to use their mother tongue. Because they live in a Spanish environment, there is a lack of necessity to learn a foreign language.

Furthermore, according to Dornyei during the process of learning a second language, motivation has a great effect on learning (5). Teachers need to be aware of the students' lack of interest in learning English and take this into account in classrooms. Hence, it is essential to use the most appropriate techniques and methods to develop a significant lesson for the students. They need to see English as a useful tool; in other words, language must be meaningful to them and communication the central aspect of language teaching. Therefore, activities that present real communication are necessary for language learning, because language is a dynamic process rather than simply a system of rules.

For the previous reasons explained, the questions for the investigation are:

- To which extend will task-based teaching applied to intermediate high school students develop their ability to communicate in the target language?
- How does motivation arise in students when using task-based activities in the classroom?

### **1. 3. Problem Statement**

The following project will work on the effects of using TBLT in class during twelve weeks (62 hours). The study will be done with a sample of the population





of third bachillerato in Asuncion High School, a private high School in Cuenca. A group of twenty-four students, who have been my students during the past school year, will be the sample. They are middle-class students between seventeen and eighteen years of age. All of them will be studying their last year of high school.

The level of knowledge of these students varies. Several students have studied in different English centers, so they have a good level of English (written and verbal form). Some students really try to make their best effort to express their thoughts. And, finally, there are students who are not motivated about the subject or who do not like it; and, as a result, their language output is very low. Hence, according to the European Framework, the students' level of English is between A1 and A2.

## 1. 4. Aim and Objectives

**1.4.1 Aim:** To motivate intermediate high school students to improve their English language output by using TBLT.

### 1.4.2 Objectives

- To motivate high school students to use the language in a communicative way by means of task-based activities
- To determine the improvement in students' language output as a result of using TBLT in the classroom.

## 1. 5. Hypothesis

**Hypothesis statement:** The use of task-based activities in the classroom will enhance motivation of the students and improve their language output.



***Independent variable:*** The use of task-based activities.

***Dependent variables:*** Increased motivation; improvement in students' language output.

### **1.5.1 Operationalization of the Research**

Improvement in motivation and language output are the two dependent variables that will be studied and measured in this research.

At the end of each task, students' improvement will be measured. Because tasks are assessed in terms of outcome, improvement will be operationalized in terms of outcome achievement. To do this, the researcher will use a Likert scale as well as pre- and post- tests. Also, motivation will be measured using an attitude scale. At the end of each task, students will be asked to answer a questionnaire using a scale and will respond about how they feel after concluding the task.



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## CHAPTER II: LITERATURE REVIEW

In this section, scientific contents, which support my work, are developed. This bibliographic research focuses on the description of different theoretical views of language. The basic fundamentals of the Audiolingual Method and the Communicative Language Teaching are stated. Furthermore, the relevance of motivation in the classroom is considered in this investigation. Lastly, the main focus of this work is Task-Based Language Teaching since this research will be based on it. Therefore, a brief description of four studies, where different aspects of Task Based Language Teaching are analyzed, is included.

Classroom techniques and procedures used to teach languages have reflected responses to a variety of historical issues and circumstances. Richards and Rodgers (20) present three different theoretical views of language. The first is the *structural view*; the target of language learning is seen to be the mastery of elements of this system which are generally defined in terms of phonological and grammatical units, in addition to lexical items. The second view of language is the *functional view*, the view that language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language. The third view of language is called the *interactional view*. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.

The Audiolingual method symbolizes the structural view. It is important to



describe this method since one of the reasons why high school students have not seen English as an important tool to communicate is that they have been taught the subject using structure-focused methodologies. Teachers' main focus is still grammatical rules, repetition, and memory in their English classes. As a result, the language holds no significance for the learners.

## **2. 1. The Audiolingual Method**

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. According to Fries, (qtd. in Richards and Rodgers 52) "grammar, or 'structure,' was the starting point. The structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns."

Therefore, the Audiolingual Method or audiolingualism is a linguistic or structure-based approach to language teaching.

"The language skills are taught in order of listening, speaking, reading, and writing. ...The language may be presented entirely orally at first; written representations are usually withheld from learners in early stages. When reading and writing are introduced, students are taught to read and write what they have already learned to say orally. An attempt is made to minimize the possibilities for making mistakes by using a tightly



structured approach to the presentation of new language items” (Richards and Rodgers 59).

At the core of the audiolingual method is the use of dialogues and drills. Dialogues are used to contextualize structures, for repetition and memorization. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drills and pattern-practice exercises. Also, correct pronunciation, stress, rhythm, and intonation are emphasized. And correction of mistakes of pronunciation or grammar is direct and immediate.

Audiolingualism reached its peak period of use in the 1960s; however, it was found that the actual results did not have the expected effects. Students were often found to be unable to transfer skills acquired through audiolingualism to real communication outside the classroom and many found the audiolingual experience procedures boring and unsatisfying.

Therefore, Communicative Language Teaching developed as a response to the structural view. The linguist Noam Chomsky rejected the structuralist approach, “Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy” (Chomsky qtd. in Richards and Rodgers 65).



## 2. 2. Communicative Language Teaching (CLT)

Communicative Language Teaching appeared in the mid-1960s when British applied linguistics emphasized the functional and communicative potential of language. In the late 1960s, Chomsky demonstrated that the existing structural theories of language were not suitable to language teaching; both saw the need to focus language teaching on communicative proficiency rather than on a mere mastery of structures.

According to Richards and Rodgers, elements of a basic learning theory can be recognized in some Communicative Language Teaching practices (161).

Elements such as:

- The communicative principle: activities that involve real communication promote learning,
- The task principle: activities in which language is used for carrying out meaningful tasks promote learning,
- The meaningfulness principle: language that is meaningful to the learner supports the learning process.

However, other interpretations of Communicative Language Teaching have attempted to describe theories of language learning processes that are compatible with the communicative approach. "The role of linguistic, social, cognitive, and individual variables in language acquisition is considered" (Savignon qtd. in Richards and Rodgers 161). Besides, Johnson and Littlewood contemplated a skill-learning model of learning as an alternative learning theory. According to



this theory, “The acquisition of communicative competence in a language is an example of skill development, this involves both a cognitive and a behavioral aspect” (qtd. in Richards and Rodgers 162). The cognitive aspect consists of an internal plan to create appropriate behavior. This includes establishing grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of the internal plan transformed into a fluent performance; this occurs through practice. Then, practice is emphasized to develop communicative skills.

Chomsky (qtd. in Richards and Rodgers 159) points out that “the focus of linguistic theory was to characterize the ability speakers possess that enables them to produce grammatically correct sentences in a language”. However, Hymes defines communicative competence as “what a speaker needs to know in order to be communicatively competent in a speech community” (qtd. in Richards and Rodgers 159). In other words, a person who acquires not only knowledge but also ability for language use will be communicatively competent. Therefore, “one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (Littlewood 1).

Additionally, Littlewood points out that “the most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them, and selecting items which will communicate the



message effectively” (4). In the same way as Hymes, Littlewood emphasizes that a person needs to acquire both linguistic elements and strategies for using them in concrete situations.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. Nonetheless, Littlewood affirms that “the relationship between forms and functions is variable and cannot be predicted outside specific situations” (3). Therefore, foreign language learners need more than established linguistic forms equivalent to communicative functions. For that reason, learners must have opportunities to develop strategies for interpreting language in concrete situations.

Moreover, Krashen (qtd. in Richards and Rodgers 162) sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. “Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and cannot lead to acquisition.”

With the advent of the CLT approach and the emphasis on learners’ communicative abilities, the term *Task-Based Language Teaching (TBLT)* came into prevalent use in the field of second language acquisition in terms of designing communicative tasks to promote learners’ actual language use (Izadpanah 47).





## 2. 3. Task-Based Language Teaching (TBLT)

The task-based approach has attracted more and more attention in the foreign language teaching field since the 1980s. It is a learner-centered approach which views language as a communicative tool. “Task-based approach aims at presenting opportunities for learners to master language both in speaking and writing via learning activities designed to engage learners in the natural, practical and functional use of language for meaningful purpose” (Lin qtd. in Hismanoglu and Hismanoglu 47).

Based on the constructivist theory of learning and communicative language teaching methodology, the task-based viewpoint of language teaching has emerged in response to some constraints of the traditional PPP approach, denoted by the process of presentation, practice, and performance. Task-Based Language Teaching states that language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way ( Hismanoglu and Hismanoglu 47).

Also, Richards and Rodgers affirm that “language learning is believed to immerse students not merely in ‘comprehensible input’ but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication” (223). These are the foundations of TBLT considered by Feez (qtd. in Richards and Rodgers 224), who summarized them as follows:



- The focus is on process rather than on product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.

Moreover, the TBLT is motivated primarily by a theory of learning rather than a theory of language. Task-based shares assumptions about the nature of language learning underlying communicative Language Teaching (Richards and Rodgers 228):

- Tasks provide both the input and output processing necessary for language acquisition. Swain (qtd. in Richards and Rodgers 228) claimed that “adequate opportunities for productive use of language are critical for full language development. Tasks, it is said, are believed to be key processes in language learning”.
- Task activity and achievement are motivational. Tasks are also said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language.



- Language difficulty can be negotiated and fine-tuned for particular pedagogical purposes. Specific tasks can be designed to facilitate the use and learning of particular aspects of language.

As it was stated before, TBLT shares assumptions about the nature of language learning underlying CLT. Willis (qtd. in Richards and Rodgers 223) presented Task-Based Language Teaching as a development of Communicative Language Teaching, as it reproduces some principles of it. For example:

- Activities that present the real communication necessary for language learning
- Activities in which language is used to carry out meaningful tasks to promote learning.
- Language that is meaningful to the learner and supports the learning process.

Tasks are viewed as a way for applying these above mentioned principles. “Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place” (Richards and Rodgers 223).

### **2.3.1 Task**

Tasks are a central component of TBLT in language classrooms because they provide a context that activates learning processes and promotes L2 learning. Classroom tasks should facilitate meaningful interaction. As Van Den Branden



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states, "Tasks invite the learner to act primarily as a language user and not as a language learner. Tasks are supposed to elicit the kinds of communicative behavior that naturally arises from performing real-life language tasks because these are believed to foster language acquisition" (9). Besides, according to Larsen-Freeman and Anderson, "Tasks are meaningful and in doing them, students need to communicate. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful" (149).

Van Den Branden (4) presents different definitions of task from various perspectives.



Author	Definition
Bachman & Palmer (1996)	An activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation.
Bygate <i>et al.</i> (2001)	Any activity which requires learners to use language, with emphasis on meaning, to attain an objective.
Nunan (1989)	A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form.
Willis (1996)	Activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome.
Ellis (2003)	A work plan that requires learner to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate prepositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world.

Additionally, Richards and Rodgers define task as “an activity or goal



that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, etc” (224).

What can be seen from the meanings of tasks given above is that most definitions of *task* have recurring features. For example, meaning rather than form is primary. A task must have a connection to the real world, and the assessment of the task is in terms of outcome. Lastly, Nunan and Ellis define tasks giving emphasis to pedagogical task involvement in communicative language use. Nunan views tasks as being different from grammatical exercises because a task involves outcome achievement. Ellis also defines tasks as intended to result in pragmatic language use.

Moreover, Nunan clarifies that tasks are not synonymous with practices or activities (qtd. in Van Den Branden 8). Also, Widdowson claims that “what distinguishes a task from an exercise is not ‘form’ as opposed to ‘meaning’ but rather the kind of meaning involved. Whereas a task is concerned with ‘pragmatic meaning’ (the use of language in context), an exercise is concerned with ‘semantic meaning’ (the systematic meanings that specific forms can convey irrespective of context)” (qtd. in Ellis 3).

### **2.3.2 Types of tasks**

Nunan (qtd. in Richards and Rodgers 231) suggests that a syllabus might specify two types of tasks:

- Real-world tasks, which are designed to practice or rehearse those tasks that are found to be important and useful in the real world



- Pedagogical tasks, which do not reflect real-world tasks.

An example of a real-world task would be using the telephone, and an information gap task would be an example of a pedagogical task. Thus, these two kinds of tasks should be considered and included in a syllabus.

In addition, Doley (qtd. in Richards and Rodgers 226) states that academic tasks are defined as having four important dimensions:

- The products students are asked to produce
- The operations they are required to use in order to produce these products
- The cognitive operations required and the resources available
- The accountability system involved

Moreover, Ellis emphasizes the importance of authenticity. The author states that authenticity concerns whether a task needs to correspond to some real-world activity. Real-world activities are those that occur in day-to-day living. They are real-world tasks. "These activities manifest 'some sort of relationships to the real world' because the language behavior they elicit corresponds to the kind of communicative behavior that arises from performing real-world tasks." However, many tasks that have been used by teachers are clearly not real-world (4). Izadpanah (49) claims that "the pedagogical and real worlds are not mutually exclusive." Indeed, there should be some connection between the two, and tasks used in language classrooms need to contribute to developing communicative abilities.



From a pedagogical perspective, real-world target tasks are likely to be too difficult for learners to achieve because of potential semantic, pragmatic, lexical and syntactic difficulties. Thus, pedagogical tasks should represent a bridge to real-world tasks (Izadpanah 49).

Willis and Willis (qtd. in Lu 38) make a distinction between a focus on language and a focus on form. “A meaning-based approach involves a focus on meaning and a focus on language involves a focus on form.” This has become the basic principle for the integration of linguistic forms into communicative tasks.

“The biggest difference between the two approaches is the timing of involving specific forms and grammatical structures in a teaching sequence. The focus on form takes place before learners engage in communicative activity when teachers highlight one or two new specific forms in the beginning. Nonetheless, the meaning-based approach encourages learners to use the language as much as possible even though the language they produce may not be accurate enough. Learners think about language in general and search the target language which they have learned to express themselves in the target language” Willis and Willis qtd. in Lu 37).

Besides, Van Den Branden (8) states that, “Classroom tasks should facilitate meaningful interaction and offer the learner ample opportunity to process meaningful input and produce meaningful output”. Also, meaningful use of language is a complex skill which demands from the learner linguistic as well as general





cognitive resources. Hence, Task-Based Language Teaching does not exclude a focus on form.

“Since the meaningful use of language will necessarily imply the establishment of relevant form-meaning mapping, the learner will need to manipulate and thus pay some attention to form. Task designers should manipulate tasks in such a way to enhance the probability that language learners will pay attention to particular aspects of the language code in the contexts of a meaningful activity, because this is believed to strongly promote second language acquisition” (Van Den Branden 9).

Moreover, Van Den Branden (280) complements that:

“the so-called ‘focused’ tasks, aiming for the production of particular forms, have a much wider learning potential than just the form in the spotlight, especially when these tasks invite language learners to use language for functional goals. Although the learning space opened up by such tasks may provide the teacher with excellent opportunities to focus the learners’ attention on the lexical, pragmatic, morphogrammatical, and other aspects of the task-essential form at hand, other forms may also be highlighted, often in combination with the former, especially when the students invite the teacher to do so.”

Nunan (qtd. in Izadpanah 49) suggests the following eight principles to be taken into account when preparing task-based activities:



1. **Scaffolding:** Lessons and materials should provide support to the students.
2. **Task chains:** Each exercise, activity, and task should build upon the ones that have gone before.
3. **Recycling:** Recycling language maximizes opportunities for learning.
4. **Organic learning:** Language ability “grows” gradually.
5. **Active learning:** Learners learn best by actively using the language they are learning. They learn by doing.
6. **Integration:** The lesson should teach grammatical form and how the form is used for purposes of communication.
7. **Reflection:** Learners should be given opportunities to think about what they have learned and how well they are doing.
8. **Copying to creation:** Learners should not only drill and practice what has been written for them, but also be given the opportunity to use their creativity and imagination and what they have learned to solve real-world tasks.

### 2.3.3 Task cycle

Besides, a TBL framework developed by combining features of different authors is presented by Izadpanah. The TBL framework includes a three-phase process: pre-task, task cycle, post-task (language focus) (51).

According to Izadpanah the pre-task phase has two basic functions: (1) to introduce and create interest in doing a task on the chosen topic; (2) to activate topic-related words, phrases and target sentences that will be useful in carrying out



the task and in the real world. An optional function is the inclusion of an enabling task to help students communicate as smoothly as possible during the task cycle.

Izadpanah presents the task cycle phase as the task(s) plus a planning and report stage in which students present reports of the work done in the task(s). “During the task phase, students work in pairs or groups and use whatever linguistic resources they possess to achieve the goals of the task. Then, to avoid the risk of developing fluency at the expense of accuracy, they work with the teacher to improve their language while planning their reports of the task” (51). Before or during the task cycle, the teacher can expose students to language in different ways.

The final phase in the framework, the language focus, provides an opportunity for form-focused work. According to Izadpanah in this phase, “some of the specific features of the language, which occurred naturally during the task, are identified and analyzed. Among the possible starting points for analysis activities are functions, syntax, words or parts of words, categories of meaning or use, and phonological features” (51). Following the analysis activities, this phase may also contain a practice stage in which the teacher conducts practice of the new words, phrases or patterns.

Furthermore, assessment has an essential role in TBLT. Long and Crookes (qtd. in Van Den Branden 11) state that “assessment in TBLT should be organized by way of task-based criterion-referenced tests; focus is whether or not students can perform some task to criterion, as established by experts in the field, not their



ability to complete discrete-point grammar items.” In other words, TBLT assesses functional language proficiency throughout meaningful tasks that elicit natural language use. “In task-based language learning, the ‘task’ is used as the basic unit of analysis at the levels of goals (syllabus), educational activities (methodology) and assessment” (Van Den Branden 12).

### **2.3.4 Roles in Task-Based Language Teaching**

Concerning the roles in a task based approach, Nunan (qtd. in Lu 32) suggests that:

“[T]he teacher and learner roles should be regarded as a task component. Since the communicative language teaching theory of TBLT underlies the carrying out of social and interpersonal interactions in tasks, teachers in task designing should consider what kind of roles they expect learners to play in a task. At the same time, the teacher’s roles in carrying out tasks should not be ignored.”

#### **2.3.4.1 Learner’s role**

Regarding the learner’s role in task-based language teaching, the learner takes up a central role. “Learners are set to work in task-based language teaching. They are asked to reach certain goals and to make functional use of language in order to do so. In line with Social-constructivist view on learning in general, language learning is regarded as:” (Van Den Branden 10):

- An ‘active’ process that can only be successful if the learner invests intensive mental energy in task performance;



- An 'interactive' process that can be enhanced by interaction with other learners and/or with the teacher.

Moreover, Richards and Rogers (qtd. in Hismanoglu and Hismanoglu 59) claim that the language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles:

- *Group participant*: the learners perform a number of tasks either in pairs or small groups
- *Monitor*: tasks are employed as a tool for facilitating the learning process in task-based learning. Classroom activities should be organized so that learners can have the opportunity to observe how language is utilized in communication.
- *Risk-taker and innovator*: many tasks will push learners to generate and deduce messages for which they do not have full linguistic resources and prior experience.

#### **2.3.4.2 Teacher's role**

Richards and Rogers (qtd. in Hismanoglu and Hismanoglu 59) declare that the language teacher aiming at implementing task-based language teaching in the foreign language classroom should perform three main roles: (1) *selecting and sequencing tasks*; (2) *preparing learners for tasks*; and (3) *consciousness-raising*. Also, Richards and Rodgers state that "a central role of the teacher is to select, adopt, and create the tasks themselves and then to form these into an



instructional sequence in keeping with learners' needs, interests, and language skill level" (236).

As well, the teacher's main role according to Van Den Branden is "to motivating learners to engage in natural communicative behavior, supporting them as they try to perform tasks and evaluating the process of task performance as much as the eventual outcome" (10).

Courtney explains that "in order to present learners with effective learning opportunities, teachers need to know what type of task learners find motivating and why" (6). In this case, Task-Based Language Teaching is considered an important tool for English classes, as it is based on a series of tasks, not on grammar or other linguistic points. Also, the tasks are meaningful to students because communication is needed to complete them.

At this point Van Den Branden clarifies that teachers must see tasks as the kinds of classroom activities that will enable the learner to acquire particular elements of the target language. "However, tasks may also stand for the kinds of activities that learners want or have to be able to do with the new language they are acquiring" (18).

Wrapping up, this review emphasizes several aspects concerning the theoretical basis on TBLA. Based on different authors' point of view, TBLT shares assumptions of the Communicative Language Teaching, thus the primary role of language is as a communicative tool. Besides, the task-based approach sees language acquisition as a process of learning through doing; so, tasks are a central



component of TBLT in language classrooms because they provide a context that activates learning processes and promotes L2. Throughout various definitions, “tasks” have been distinguished from traditional “exercises” and “activities.” Learning meaning is the primary focus for tasks, whereas the primary goal of exercises is engaging learners in producing correct linguistic forms. Therefore, tasks are meaningful to students because communication is needed to complete them; consequently TBLT is considered an important tool for English classes, as it is based on a series of tasks which stimulate learners to construct form–meaning–function relationships with a view of using language to reach a specific goal.

Although task-based approach presents many benefits to aid foreign language learning, it is not without some obstacles and challenges. According to Hatip, (qtd. in Hismanoglu and Hismanoglu 50) some challenges of a task-based approach are as follows:

- The drawbacks of task-based learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction.
- Task-based learning involves a high level of creativity and dynamism on the part of the teacher. If the teachers are restricted to more traditional roles or do not possess time and resources to provide task-based teaching, this type of teaching may be impracticable.
- Task-based learning necessitates resources beyond the textbooks and related materials generally available in foreign language classrooms.



- Students may, at first, refuse or object to task-based language learning in that this type of instruction is not what many students expect and want from a language class.
- Some learners employ the mother tongue when they are faced with a difficulty or if the group feels intolerant.
- Some individuals enhance superior communication strategies, e.g. miming and employing gestures, but this may give rise to fossilization prior to improving very far in the syntax of the target language.
- Some learners are inclined to get caught up in making an effort to find the appropriate word, and do not worry about how it is placed into the discourse.
- There is a danger for learners to attain fluency at the expense of accuracy.

## **2. 4. Motivation**

Another essential aspect to consider in TBLT is motivation. Dornyei points out that “during the process of learning a second language, the learner’s enthusiasm, commitment and persistence are key determinants of success or failure” (5). Therefore, motivation in students is a relevant issue to consider in classrooms. It has been proved, according to Dornyei and my personal experience, that motivated student are disposed to learn. Because of this, motivated students may have better results when learning a language.

Furthermore, Dornyei states that motivation has an extreme influence





on learning. Hence, it is essential to use the most appropriate techniques and methods to develop a significant lesson for the students. They need to see English as a useful tool; in other words, language must be meaningful to them and communication the central aspect of language teaching. Therefore, activities that present real communication, which is the main feature of TBLT, are necessary for language learning because language is a dynamic process rather than simply a system of rules.

Dornyei defines motivation as “a general way of referring to the antecedents (the causes and origins) of action” (6). In other words, a student can be reluctant to do something because he is not motivated, or achieve much progress because he is motivated.

But behind ‘motivation’ there are different factors and forces which contribute to a positive or negative attitude to do something. Williams and Burden’s (qtd. in Dornyei 20) classify these factors as *internal* and *external factors*.

Internal factors can be intrinsic interests, perceived value of the activity, sense of agency, mastery, self-concept, attitudes, confidence, anxiety, fear, or age. Moreover, significant others, the nature of interaction with significant others, the learning environment, and the broader context are considered as external factors.

Additionally, Dornyei points out that “motivating someone to do something can involve many different things” (24). An example of this is trying to encourage the person openly or exercising indirect influence on someone by creating the appropriate conditions for that person to decide on determined action. Dornyei



explains, that sometimes just by giving an opportunity is enough for someone to get involved. However, “the motivating process is usually a long-term one, built on ‘one grain of trust and caring at a time’” (Scheidecker and Freeman qtd. in Dornyei 25). Therefore, motivation is a process affected by different and diverse factors, but also it is a lengthy process that needs dedication and commitment.

Dornyei states that, during the L2 process, it is important to take into account the dynamic view of motivation “talking about a prolonged learning activity, such as mastering an L2, motivation cannot be viewed as a stable attribute of learning that remains constant for several months or years. Instead students’ motivation fluctuates going through certain ebbs and flows” (19). This variation may be caused by internal and external factors mentioned above.

According to Dornyei, motivation consists of several stages (21).

- Motivation needs to be generated; it leads to the selection of the goal or task to be pursued.
- The generated motivation needs to be actively maintained and protected while the particular action lasts.
- Motivational retrospection is the last phase which concerns the learners’ retrospective evaluation of how things went.

Moreover, McCombs and Pope affirm that “all students are motivated to learn under the right conditions” (qtd. in Dornyei 25), and teachers can provide these conditions in their classrooms. But Dornyei states that unfortunately, this



assumption is not necessarily true in every case. “Realistically, it is highly unlikely that everybody can be motivated to learn everything and even generally motivated students are not equally keen on every subject matter. Yet, most students’ motivation can be ‘worked on’ and increased. Although, reward and punishment are too often the only tools present in the motivational arsenal of many teachers, the spectrum of other, and potentially more effective, motivational strategies is so broad that it is hard to imagine that none of them would work” (25).

Therefore, motivation is not just about creating right conditions in the classroom because not everybody is motivated to do something in the same way. Thus, the teacher must analyze the differences in students and consider the different factors as the vast variety of possibilities to motivate them in different ways.

## **2. 5. Case Studies**

“The link between task-based language teaching and language learning is a topic which has in the last thirty years or so generated a lot of research activity, some light, a fair amount of heat, but few straightforward answers” (Foster 248).

Task-based language teaching has a high profile within contemporary Foreign Language Teaching; however, few empirical studies on how TBLT motivates English production in high school students have occurred. Following, some case studies related to task based are described.

The first case study in a task-based approach by Mohammed K. Ahmed



describes the applications of the task-based approach to designing a syllabus for an oral communication skills course in an academic setting. This paper attempts to highlight some of the important aspects of implementing a task-based approach to syllabus design and provide some practical guidelines for designing such a course. This study was applied to an Intensive English Program (IEP) course at the International University of Japan in Niigata (IUJ). This IEP is offered prior to the beginning of the regular programs of study to prepare the students linguistically for their regular programs. Although, it is designed in terms of content-based language instruction, the primary goals are to develop English language skills for specific academic needs, communication skills for effective classroom participation, and cross-cultural awareness inside and outside the class.

Ahmed stated that “the course was structured as a series of tasks. However, the tasks were designed hierarchically and were classified as core, supporting, ongoing, and synthesizing activities.” He describes the core activities as individual presentations and group discussions/debates. They were designed as cycles, consisting of orientations, guidelines and modeling, preparation practice, performance, and feedback. According to the author, the feedback included both instructor and peer feedback. Also, individual oral presentations served as the pre- and post-test for speaking, and each student was assessed individually on the basis of clear assessment criteria. There were supporting activities such as problem-solving communication activities in small groups, interactions with guest lecturers in a classroom situation, and cross-cultural presentations in groups.

Lastly, Ahmed pointed out that there was a final group project work in



which students produced video news magazines. This activity was completely student-led, and had a synthesizing effect in that students made use of the various skills and sub-skills learned in the different activities.

According to the results, Ahmed stated that “the course was quite successful in achieving its goals. Part of this success can be attributed to the task-based approach which emphasizes functional uses of language. Furthermore, if the tasks selected relate to well-defined needs in specific institutional contexts, the course becomes more relevant and useful in the minds of the students.”

Additionally, this author pointed out that “this course was structured as a series of tasks. However, if the tasks are not perceived to be connected to one another, if they do not fit well-defined goals and objectives, if the processes underlying their design do not get sufficient attention, and if the assessment criteria are not perceived to be valid, then the course may be reduced to just one meaningless activity after another. Thus, in spite of the perceived success of this syllabus design, constant improvements need to be made.”

Ahmed concluded that “the task-based approach to syllabus design has much potential, but it has a long way to go before it can claim empirical success in the field of second language curriculum developments.” Therefore, more data is needed using different quantitative and qualitative research methods. According to Ahmed, case studies provide useful empirical data in this context. The study presented in this paper, although it is at best a descriptive account at this point, contributes to the growing number of case studies in applying the task-based



approach to syllabus design.

In addition to Ahmed's study, Shengjie Lu states that "as the task-based language teaching (TBLT) approach is an increasingly popular approach in the field of second language acquisition (SLA) and the study of "task" has formed a connection between SLA and language pedagogy, language instructors using tasks in their class may be a good way to facilitate their students' practice of the target language" (1). This study used the TBLT approach in a Chinese language class to examine how using tasks facilitates native Chinese teachers in teaching American learners with individual differences.

Three sets of tasks were designed for students with an intermediate-low or intermediate-mid level of language proficiency. Shengjie Lu describes the first task as an information gap task, the second one combined two types of tasks (information exchange and comparing and contrasting), and the last one was a creative task linked with students' general daily knowledge. Both Task 2 and Task 3 were designed and implemented with technology tools. The three tasks were all designed as focused tasks for learners with different language proficiency levels, and in those tasks they were required to communicate using language forms. Also, the students were required to spend both in-class time and outside class time to carry out their pre-task, core task and post task, either with their group or on their own (50).

The first task was a comprehensive task where multiple types of language forms were included in one task. The aim of the first task was to train students



so that they were able to organize and review the language forms. They were expected to use the given language forms when communicating with peers. The second task utilized a technology tool, the blog. Although the topic of this task was not related to any specific texts, it was still a focused task, and it offered a collaborative and participatory on-line learning environment. The objectives were to: (i) Use and review the target language, which students had learned through reading an authentic online blog article; (ii) Engage students in a real life on-line social discussion with many Chinese people; (iii) Encourage students to share their opinions and positions with Chinese people as well as with their classmates; (iv) Increase students' participation and interaction with their peers and extend it to native speakers of Chinese in China regardless of time, space and distance. Finally, the last task was also designed as a focused task. The primary goal of the task design was to help students with different language proficiencies use their target language and improve their respective level of language proficiency.

Three questions were considered by the author to analyze the three sets of tasks applied: (i) at the phase of pre-task, How should consider individual differences in designing and assigning task materials? (ii) How does one control and get involved at the phase of core task if learners are having difficulties in performing a task? (iii) How does one design the post-task so that learners could reflect on and revise their performance during a task, from both the linguistic and communicative perspectives?

In addition, Lu stated that studying TBLT from the learning perspective is also very important. Therefore, learners' feedback from a survey regarding



their language learning experiences was analyzed to interpret how to design and implement a task in order to meet learners' needs. However, the author declared that "this survey was not originally designed for this task-based teaching approach research; rather, it was concerned with Chinese second language learners' viewpoints on second language teaching methods and their learning process" (73). The results showed that the 20 learners have been trained with the traditional audiolingual and grammar translation methods and that there were several reactions to the designed tasks.

"Through the analysis of the students' feedback and the procedures of the three tasks, it has been shown how teachers should consider learners' individual differences when designing and implementing a task" (Shengjie Lu 87). Also the author states that "it has been shown that learners' learning demands and needs should be considered by teachers so as to effectively use tasks for learning."

Shengjie Lu concludes that her study has certain limitations since it is still a work in progress and has been conducted in a short period of time. First, the collected data have been not analyzed quantitatively, and thus, have not been able to present explicit interpretation of the advantages of implementing the TBLT method for individualized Chinese language teaching from a statistical perspective. Second, the three tasks have not been replicated. The arguments for those adverse factors in Lu's study are based on qualitative analysis instead of the analysis of quantities. Third, there is also certain weakness in the task design and task implementation (95).





Additionally, it is important to mention that a key issue in task-based teaching which has been not addressed in this thesis is assessing the learning outcomes. According to Lu, a reliable and valuable assessment system must be implemented; otherwise, it is impossible to evaluate which task is conducive for facilitating achievement of the learning objectives. It is only when effective and reliable assessments are employed that we can evaluate whether or not tasks help learners improve their language proficiency. When reliable measures are utilized to assess students' learning outcome after tasks, the strengths and weaknesses of task-based teaching can be examined.

In a new study, Chunrao states that although Task-based language teaching has a high profile within contemporary ELT, there are few empirical studies of how teachers actually implement tasks. Therefore, the purpose of his study is to explore how four teachers in two primary schools in Nanhai, Guangdong implemented communicative activities.

Chunrao categorized the study in three areas of investigation. "The first area describes classroom practice. A particular focus is on activity types and the degree of communicativeness of activities. The second area analyzes how the practice reflects the general understanding of task-based pedagogy. The third area concerns factors influencing communicativeness of lessons" (1).

Data was collected for a period of one academic year. Chunrao included a quantitative instrument based on a COLT observation scheme (Communicative Orientation of Language Teaching) and qualitative field notes.



Moreover, a framework proposed by Littlewood was used to analyze the degree of communicativeness. Also, semi-structured interviews were conducted to measure participants' perception of task-based teaching.

The results described by Chunrao are that two of four teachers used mainly focus-on-forms activities, and one used meaning-form-focused and one meaning-focused activities; with a low, medium, and medium-high degree, respectively, of communicativeness. Further analysis of activity features indicated that half teachers (two of four) were teacher-centered teachers, decontextualized and without a clear communicative goal and outcome, and thus, not congruent with task features. One teacher's activities shared features of non-communicative teaching and TBLT. However, one teacher's activities were message-focused, student-centered and contextualized, and they reflected general features of tasks.

Finally, Chunrao (234) states that "his study has explored the implementation of a TBLT curriculum from the teachers' perspective. Given that students are also key stakeholders who take a central role in a TBLT class, he believed that research on the students' perspective could contribute to the existing knowledge." Therefore, TBLT studies also require students' viewpoint.

Lastly, Hong Gang Jin (qtd. in Lu 43) designed an experiment to examine how task complexity influences interaction and production in a task. Jin "proposes to analyze the effects of information gap on meaning negotiation from the perspectives of communicative gap under the context of non-western language."

According to Lu, Jin attempted to examine three research questions: (i)



Whether code complexity (linguistic complexity) can affect task complexity, such as causing more meaning negotiations due to the communicative pauses of adding an amount of unfamiliar linguistic forms; (ii) Whether the meaning negotiations caused by cognitive and code complexity can lead to learners' noticing different core structures, taking in these structures as comprehensible input, and then producing pushed output; (iii) Whether the comprehensible input and pushed output caused by cognitive and code complexity can lead to incidental vocabulary learning and language acquisition (44).

Jin's experiment included twenty students from the same school. She worked with a control group (10 subjects) and an experimental group (10 subjects). The research included four stages: pre-task, core task, post-task, and post-test.

By the analysis of the subjects' recordings and writings collected during the task, Jin found the following results with respect to her three research questions. Firstly, using quantity and quality analysis Jin found that more unfamiliar forms resulted in more meaning negotiation in a task. Secondly, Jin's experiment verifies that meaning negotiation enhances second language acquisition. The unfamiliar forms cause learners to notice, and then to absorb and transmit those new forms into comprehensible input. After taking in the new forms, they are likely to produce pushed output. However, learners are not able to output all unfamiliar forms. Finally, Jin points out that incidental vocabulary learning can occur in task implementation. Teachers can insert unfamiliar forms in all three stages of a task (Lu 46).

However, Lu states that Jin did not consider individual learner differences



when she analyzed the data. “Individual learner differences influence their performance in second language learning, especially when learning strategies have an impact on the way learners use task strategies during the negotiation of meaning, her research has not discussed whether learners use different ways to negotiate meaning” (48).

By reviewing the researches from all stages we can see that they have focused entirely on task design and task complexity. Most of the studies (Ahmed, Lu, and Jin) worked using tasks throughout their studies to analyze different aspects of it. However, there is a lack of research that examines Task-Based Language teaching to motivate students’ language production. Although Lu applied a survey to get learners’ feedback, this survey focused on students’ viewpoints of second language acquisition teaching methods rather than on her task-based teaching approach research. Also, all the studies indicated the necessity to collect more data related to students’ perspective. Moreover, a quantitative analysis is necessary in these investigations since most of them used qualitative analysis, and Ahmed defined his research as a descriptive study.

The present research tries to fill in the gaps shown in some of the previous studies. It includes quantitative analysis using pre and posttests to statistically measure students’ learning outcomes and a survey including a Likert scale to measure students’ motivation. It also includes qualitative analysis through observation and field notes. Additionally, it attempts to employ a reliable assessments method (rubric) to evaluate whether or not tasks help learners to improve their language proficiency, since Lu noted that a reliable measurement



must be utilized in order to assess students' learning outcome after tasks, to examine the strengths and weaknesses of task-based teaching.

Mitchell and Myles (qtd. in Foster 149) state "just as it is probably not possible to say that a language teaching approach never works, it is not possible to say that such an approach always does." However, Foster (150) points out that "with some effort, it is possible to design a study that records learners engaged on a task, collects the particular language related episodes for individual learners (i.e. places where the learner and/or the teacher has incidentally focused on a problematic L2 form), then administers a made-to-measure post-test to see whether the learner has gained in control over this item."

Thus, the following study attempts to show a link between L2 development and what happened in a task, even though, based on Foster's assumptions, "this is largely due to the unpredictable nature of what learners focus upon when using the L2, there are numerous possibilities, and the fact that it may be unconscious and undetectable" (250).

Personally, as my teaching experience progresses, I believe that students are not motivated to learn a second language because they do not see L2 as a useful tool for communication; then, according to different researchers, TBLT provides a context that activates learning processes and promotes L2 since it views language as a communicative tool. Besides, as it was stated before, Task-based approach presents opportunities for learners to master language using learning activities designed to engage learners in the natural, practical and functional use of language for a meaningful purpose. Therefore, this research attempts to use TBL on high school students in order to analyze how using tasks may motivate students and increase their language production.



## CHAPTER III: METHODOLOGY

This work was built up in different steps. First, the theoretical background, where scientific contents about task-based were established through a bibliographic research, was developed. Then, data was collected through a field research using quantitative and qualitative methods. Lastly, the data was organized and analyzed.

The following project focused on the effects of using TBLT in class over twelve weeks (62 hours). The study was done with a sample of the population of third bachillerato in Asuncion High School, a private institution in Cuenca. A group of twenty-four students who have been my students during the past school year was the sample. All students were between seventeen and eighteen years of age and would generally come from middle-class families.

### 3. 1. Data collection techniques

This project was based on the hypothetical-deductive method in which a hypothesis was stated about a problem and then data were collected and analyzed to accept or refuse the hypothesis.

The study uses different data sources which allow overcoming the weakness or intrinsic biased problem. The collection of multiple sources of data allows the researcher to triangulate the data obtained and to see how and where the multiple sources of evidence converge (Ying qtd. in Tsui). In addition, “using multiple sources of data prevents the researcher from relying on initial impressions, helps correct for observer biases and enhances the development of



valid constructs during the study” (Johnson qtd. in Tsui).

Quantitative and qualitative research methods were used to collect data thru this study. Quantitative research was applied to measure students’ language output in English. At the beginning and at the end of each unit, a pre-test and a post- test were applied to students to measure their language production. In order to measure task outcome achievement, a Likert scale (rubric) was utilized. In addition, A Likert scale-based survey was also applied to students after each English lesson in order to determine motivation. The purpose of these surveys was to discover what the students like the most, what they don’t like, what motivates them when learning English, and what they would like to be changed and improved in the English classroom.

Moreover, qualitative research was used in this study. Research observation sheets and field notes were used throughout the study to measure changes in students’ knowledge and attitudes. After collecting data, these were organized in charts and then analyzed using statistical and interpretative analysis.

### **3. 2. Data analysis techniques**

For the statistical analysis, different tests were used. First, the self-evaluation sheet was analyzed using the chi square test ( $X^2$ ). It determined if students show preference or dislike for an activity in each lesson, and its relation to students’ participation and motivation. The mean as well as percentages were used to analyze this data collector source. Besides, the t-student test was used to define if there is a significant difference between the pre and posttest results.



### 3. 3. Procedure

To start with the study, the headmaster from Asuncion High School accepted and authorized the author to carry out this project in Asuncion High School with a group of students from Third of Bachillerato. Also, parents of all students involved in the research signed a consent form allowing their children to participate in the study (Appendix 1).

At the beginning of this study, the twenty four students involved were given a background questionnaire (Appendix 2). The purpose of the questionnaire was to find out the students' training in English, what their motivation and interests were about learning the language, and what kind of activities they enjoyed the most and the least.

The study was based in the contents of the course book *"Ready to Read Now."* The contents from the course book were adapted for task-based activities and delivered to the students. The subject was divided in two units: the first was recognizing sequence and the second was distinguishing fact versus opinion. A pretest and a posttest were given to the students before and after each unit to measure their progress (Appendix 3).

To work with the contents of units one and two, ten task-based activity plans were designed. Each plan included topic, objective, skills, periods and activities worked. The activities were divided into pre-tasks, tasks, and post-tasks. All tasks were based on the eight principles proposed by Nunan when preparing task-based activities: scaffolding, task chains, recycling, organic learning, active





learning, integration, reflection, and copying to creation. Also, as Richards and Rodgers state that an important role of teachers is to select, adopt, and create tasks and keep them with learners' needs, interests, and language skill level (236), the tasks were selected and adopted according to the students' needs and interests. Furthermore, at the end of each lesson, the students were required to achieve different outcomes since tasks involve outcome achievement (Appendix 4).

As was stated before, throughout the development of each task, research observation sheets and field notes were used to measure changes in students' knowledge and attitudes (Appendix 5). Moreover, after each lesson the students were asked to complete a self-evaluation worksheet. The purpose of it was to perceive students' opinions about the lesson and their perceptions about their performance throughout the lesson (Appendix 6). It was important to be aware in each lesson about the students' task preferences and why they found them motivating; therefore, teachers could provide students with effective learning opportunities.

At the end of each lesson the students had to accomplish a specific outcome. Therefore, students' performance was also measured through the achievement of the given outcomes. To measure outcome performance, different rubrics were established (Appendix 7). According to Van Den Branden, an important teacher's role is "to motivate learners to engage in natural communicative behavior supporting them as they try to perform tasks and evaluating the process of task performance as much as the eventual outcome" (10).



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## CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

This section shows the statistical and interpretative analysis of the data collected using different sources which allow overcoming the weakness or intrinsic biased problem.

### 4. 1. Description of Data Collectors

#### 4.1.1 Background questionnaire

As was stated in the methodology section, at the beginning of this study the twenty four students involved were given a background questionnaire (Appendix 8). The results of the questionnaire show that more than the half of the students (62%) had not taken any extra English classes, and only 4 students had taken extra English classes for more than two years. Moreover, 67% of the students considered their English proficiency as good, and 33% selected regular and poor English proficiency. Concerning students' motivation and interest about learning the language, 92% stated that they enjoy learning the language, and the activities they like the most are speaking, listening and group work activities; but they disliked grammar and writing activities. Also students found movies and songs useful tools to learn English. Even though most students involved in the research had not taken any extra English lessons, 82% students had a positive attitude towards learning English and were interested in it; besides, they were conscious that English is necessary for different aspects of their life.



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#### 4.1.2 Observation sheet

Once the students completed the questionnaire, the contents for the treatment were divided in two units and ten Task-Based activity plans were designed based on the contents of the course book *“Ready to read now.”* The different lessons, shown in appendix 4, were set for different class periods. After each lesson the students were required to achieve different outcomes, which were observed during the process through observation sheets. The result of the observation sheets are displayed in appendix 9 and by an interpretative analysis, they are examined throughout this section.

Moreover, editing worksheets were used as a complement for observation. During lessons 2, 3, 4, and 6 students used self-editing and peer-editing worksheets (appendix 11) for the different written and oral tasks. The purposes of using editing worksheets were to make students aware of their own mistakes and learn from them. Also, to develop critical thinking in students about their work; lastly, peer-editing worksheets were used to enhance the teacher’s view about students’ work. The results of these worksheets are analyzed through the different lesson where they were used and with the observation sheets in appendix 9.

#### 4.1.3 Self-evaluation sheet

Similarly, the students completed a self-evaluation sheet, appendix 10, to know what they like the most, what they don’t like, what motivates them when learning English, and how they feel about their English production. Statistical analyses such as chi square ( $X^2$ ) and the mean, as well as percentages, were used to analyze this data collector source. The null hypothesis stated in the chi



square test for most and least enjoyed activity of each lesson was that students do not show preference or dislike for an activity. The critical values for  $X^2$  0.99 and  $X^2$  0.95 used for 4 degrees of freedom are 13.3 and 9.49 for each one. According to the test, if the values obtained for  $X^2$  are higher than  $X^2$  0.99 and  $X^2$  0.95 the hypothesis is rejected, it means that students showed preference and dislike for a determined activity.

#### **4.1.4 Pre and Posttests**

Finally, pretests and posttests were given to them before and after each unit to measure their progress (Appendix 3); their comparative examination complements the analysis of this investigation.

The analysis of this data collector source was done using statistical tools such as the mean and the t-student test. The t-test is used to determine if two sets of data are significantly different from each other. According to the British dictionary a Student's t-test is a method of testing hypotheses about the mean of a small sample drawn from a normally distributed population when the population standard deviation is unknown. First, a null hypothesis, which states that there is no effective difference between the pretest mean and the posttest mean, was formulated. If the observed t-statistic is higher than the critical value the null hypothesis is rejected.

The critical value depends on the significance level of the test. This study works with a significance level of  $t_{0.99}$  and  $t_{0.95}$  for 46 degrees of freedom (24+24-2). According to the reference distribution the value for  $t_{0.99}$  is 2.411 interpolating the values of 40 = 2.42 and 60 = 2.39 and the value for  $t_{0.95}$  is 1.677 interpolating the values of 40 = 1.68 and 60 = 1.67.



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## 4. 2. Analysis of Data

### 4.2.1 Unit 1. Recognizing Sequence (Folktales)

Unit 1 focused on recognizing and using a sequence in paragraphs; also, students wrote stories which included a moral. The unit incorporated seven different lessons, each one included different outcomes to accomplish.

#### 4.2.1.1 Lesson 1

The first lesson dealt with “sequence in paragraphs”. The students developed different activities before performing a final outcome. Students drew a series of pictures to show the sequence of the story they read.

#### Observation sheet

While performing the different activities, it was observed that almost all students, with few exceptions, participated and collaborated during each activity, especially when students got extra points as a reward. Also, some groups divided their work, so some students worked on the story (writing) and others just drew it. All members, however, collaborated in different ways, and all the groups were able to use a logical sequence to tell a story clearly. Unfortunately, all students used varying amounts of Spanish to communicate to each other during the different tasks and most of them did not pay attention to their friends’ presentations.

#### Self-evaluation sheet

In addition to, observing students’ performance, they provided information about activities preference and participation in the lesson through the self-evaluation sheet. The data collected is analyzed using the chi square test and



percentages.

Having a significance level of 95% and 99%, the results show that the students have a marked preference and a noticeable dislike for a determined activity. The following table shows the different activities worked on during the lesson and students' preferences.

**Table 1**  
**Most and Least Preferred Activities**  
**Lesson 1**

*Activity	Most		Least	
	# SS	%	# SS	%
1. Number the paragraphs' details in correct order (book)	3	12.5	6	25
2. Unscramble story (group work)	5	21	3	12.5
3. Draw pictures that show the sequence of the story	13	54	0	0
4. Telling your story to your classmates	3	12.5	3	12.5
5. Classmates' comments	0	0	12	50

Source: Field research

The next table shows the difference between expected and observed frequencies as well as the results for  $X^2$  for the most and least preferred activity. The null hypothesis stated is rejected since the values obtained for  $X^2$  are higher than  $X^2_{0.99}$  and  $X^2_{0.95}$ . This means that students showed preference and dislike for a determined activity.



**Table 2**

**Chi Square Lesson 1**

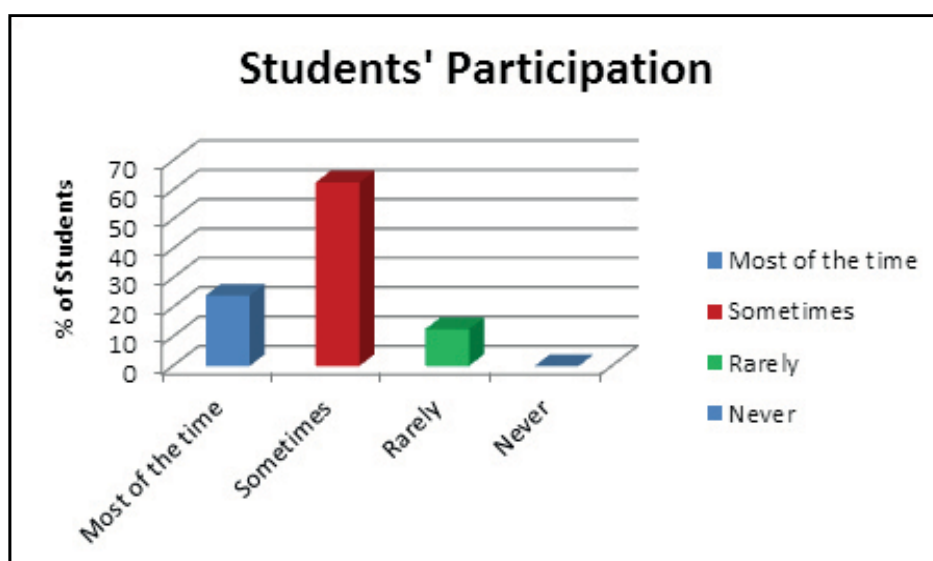
<b>*Activity</b>	<b>Expected frequency</b>	<b>Observed frequency Most</b>	<b>Observed frequency Least</b>	<b><math>X^2=(fo-fe)^2/fe</math> Most</b>	<b><math>X^2=(fo-fe)^2/fe</math> Least</b>
1	4.8	3	6	0.675	0.3
2	4.8	5	3	0.033	0.675
3	4.8	13	0	14.00	4.8
4	4.8	0	3	0.675	0.675
5	4.8	3	12	4.8	10.8
Source: Field research				$\sum x^2$ 20.183	$\sum x^2$ 17.25

Students expressed that using pictures to tell a story makes it fun or more interesting, and when working in groups it is easier and they can learn more. Besides, some students noted that they did not pay attention to their classmates' presentation; for that reason they did not make any comment. Moreover, most students consider that after the lesson they were able to find a sequence and organize a story and also recognize and use signal words. Therefore, students were able to accomplish the desired outcome and commented that "it was easier than other times."

Regarding participation, a high percentage of students (86,5%) considered that they participate sometimes or most of the time during the lesson, and a small percentage chose the option rarely to describe their participation. A considerable quantity of students was afraid or not secure about using English in the classroom, but they were also aware that using English is a way of improving it.

**Graphic 1**

**Students' Participation Lesson 1**



Source: Field research

As we can see, both data collector sources show similar results. It was observed and stated by students that most of them participated actively during particular tasks. Students participated enthusiastically drawing the sequence of the story, but they did not pay attention when their friends presented their work. It seems that students preferred or were motivated by activities in which they were actively involved. Also, students enjoyed drawing the sequence of the story because this activity helped them to understand the sequence of it. On the other hand, students had a passive role while listening to their friends' stories; therefore, they were not interested or involved in this activity. As we can see, their participation had a close correlation with their motivation.

#### **4.2.1.2 Lesson 2**

In the course of lesson two, students worked on "folktales", and the final





outcome was to retell a story. Students developed different activities, stated in lesson plan 2, which were observed throughout the lesson.

### **Observation sheet**

Students worked in pairs, but not all the pairs participated actively and collaborated during these activities. For example, most students did not check their answers consciously, they just compared answers and they used Spanish all the time, even to ask for help from the teacher. Despite this fact, all the pairs achieved the outcome; the biggest problems in retelling the story were structural problems, unclear sentences, and punctuation; also one pair changed the story instead of retelling it.

### **Self-evaluation sheet**

Additional data was collected through the self-evaluation sheet. The next table shows the activities worked on during the lesson and students' preferences.



**Table 3**

**Most and Least Preferred Activities**

**Lesson 2**

*Activity	Most		Least	
	# SS	%	# SS	%
1. In pairs discuss about folktales statements	8	34	2	9
2. Previewing vocabulary from a text	2	8	4	17
3. Read the story and make predictions while reading (book)	4	16	5	22
4. Check your comprehension (book activities)	2	8	3	13
5. Retell the story using your own words	8	34	9	39

Source: Field research

Below, the difference between expected and observed frequencies is shown. The null hypothesis stated was accepted since the values obtained for  $X^2$  are below  $X^2_{0.99} = 13.3$  and  $X^2_{0.95} = 9.49$ ; therefore, students did not show preference or dislike for an activity. Though percentages show that there is a variation among the different activities,  $X^2$  demonstrated that there is not a marked preference or dislike for a particular activity.



**Table 4**

**Chi Square Lesson 2**

<b>*Activity</b>	<b>Expected frequency</b>	<b>Observed frequency Most</b>	<b>Observed frequency Least</b>	<b><math>X^2=(fo-fe)^2/fe</math> Most</b>	<b><math>X^2=(fo-fe)^2/fe</math> Least</b>
1	4.8	8	2	2.133	1.633
2	4.8	2	4	1.633	0.133
3	4.8	4	5	0.133	0.008
4	4.8	2	3	1.633	0.675
5	4.8	8	9	2.133	3.675
Source: Field research				$\sum x^2$ 7.665	$\sum x^2$ 6.124

Additionally, relating to accomplishments, students reflected the highest percentages (33%) to vocabulary and making prediction (23%); just 17% of students considered retelling a story as an accomplished outcome. Lastly, 3.5% of students stated that nothing was learnt.

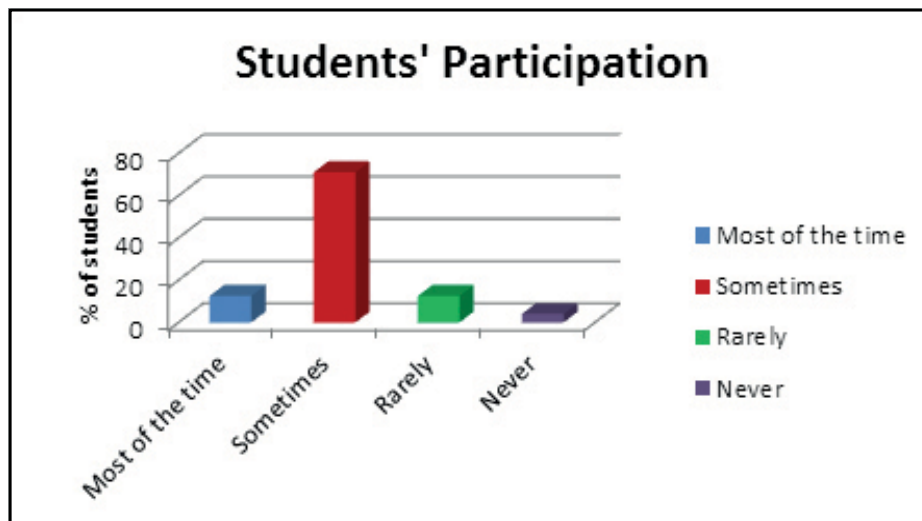
Concerning students' participation, even though most of students (83.5%) participated most of the time or sometimes throughout the lesson, there was a decrease compared to lesson 1, and the option never increased from 0% to a 4%. The main reasons students claimed were that they felt very nervous or were shy to use English; they did not know English, or they had bad pronunciation. As a result, students did not participate since they were not confident to do so.

As stated, learner's motivation promotes learning; thus, motivation has a great effect on learning. What can be seen from the previous students' remarks is that besides the fact that they were afraid of using English, they did not like or were not interested in determined activity as  $X^2$  established; consequently, their

participation decreased and the notion of what they had learnt was not the same as the intended.

**Graphic 2**

**Students' Participation Lesson 2**



Source: Field research

Once again, what was observed and also stated by students is that motivation and students' participation were linked. Although the different tasks ensured authenticity since they correspond to some real-world activity, students were indifferent to them. As a result their participation decreased.

#### **4.2.1.3 Lesson 3**

The topic for lesson three was "folktales". Students changed the end of a story and did some editing work.



### Observation sheet

Students worked in groups, and all of them participated actively and collaborated most of the time during the different activities. It is also important to mention that changing the end of the story was graded, and that seemed to be the reason why most students collaborated. Once again students divided their work: some wrote a paragraph, and others drew. When students worked with peer editing, they were engaged in asking about structure, punctuation and vocabulary. Also, students used a varying degree of Spanish all the time while working on the different activities.

All the groups wrote imaginative and original endings. They used artistic drawings to illustrate their stories, but the biggest problems changing the end of the story concerned structure, unclear sentences, and punctuation. Five of the six groups got the highest grade, (10) between 8 and 10, on their stories, and one group got 6 since their ideas were not clear. To grade students' paragraphs, a rubric which established different parameters to take into consideration, was used. (Appendix 7)

### Self-evaluation sheet

The following table shows the different activities worked on during the lesson. The results showed that more than the half of students (72%) chose activities where they used their imagination and drawing abilities. Also, students stated dislike for determined activities where they had to use their knowledge about structure.



**Table 5**

**Most and Least Preferred Activities**

**Lesson 3**

*Activity	Most		Least	
	# SS	%	# SS	%
1. In groups compare your summaries	4	18	3	13
2. Write a new end for the story	6	27	1	5
3. Use pictures to illustrate your story	10	45	1	5
4. Check your friends stories (peer-editing worksheet)	1	5	7	32
5. Read your classmates feedback (peer-editing worksheet)	1	5	10	45

Source: Field research

Moreover, the next table presents the result of Chi square ( $X^2$ ). According to  $X^2$ , the null hypothesis that students do not show preference and dislike for an activity is rejected with a significance level of 95% and 99%.

**Table 6**

**Chi Square Lesson 3**

*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2 = (f_o - f_e)^2 / f_e$ Most	$X^2 = (f_o - f_e)^2 / f_e$ Least
1	4.4	4	3	0.036	0.445
2	4.4	6	1	0.581	2.627
3	4.4	10	1	7.127	2.627
4	4.4	1	7	2.627	1.536
5	4.4	1	10	2.627	7.127
Source: Field research				$\sum x^2$ 13.000	$\sum x^2$ 14.362

Throughout the self-evaluation worksheet, students indicated that it was nice to use their imagination to write the end of the story and that using pictures to explain the story makes it easier to understand. They also indicated that it was



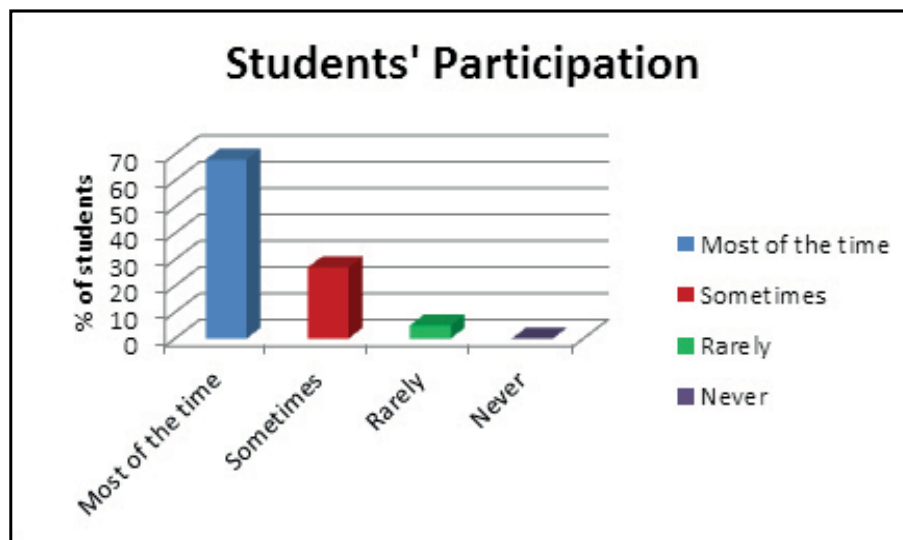
fun to do different activities. On the other hand, students had some difficulties when editing their classmates' work; students claimed that revising their friends' paragraphs was boring, difficult, and confusing. As a result many questions about structure and punctuation were asked. Although students were engaged with the activity, they found it difficult; for that reason they did not like it.

Nevertheless, it is important to state that after this lesson, and after using the peer-editing worksheet, students reflected how important it is to correct themselves. They then, stated that it is essential to pay attention to their mistakes, verb form, and punctuation when writing a paragraph.

During this lesson students increased their participation. As we can see in the next graphic, almost all students (95%) participated most of the time or sometimes, and the option *most of the time* had a significant increase (55.5%) from the previous lesson. Although students found it difficult to check paragraphs, they were engaged in the activity and enjoyed creating and drawing a new end for a story. Moreover, the few participants who chose the option rarely were aware that they need to learn more English because they found it difficult to write a good sentence.

### Graphic 3

#### Students' Participation Lesson 3



Source: Field research

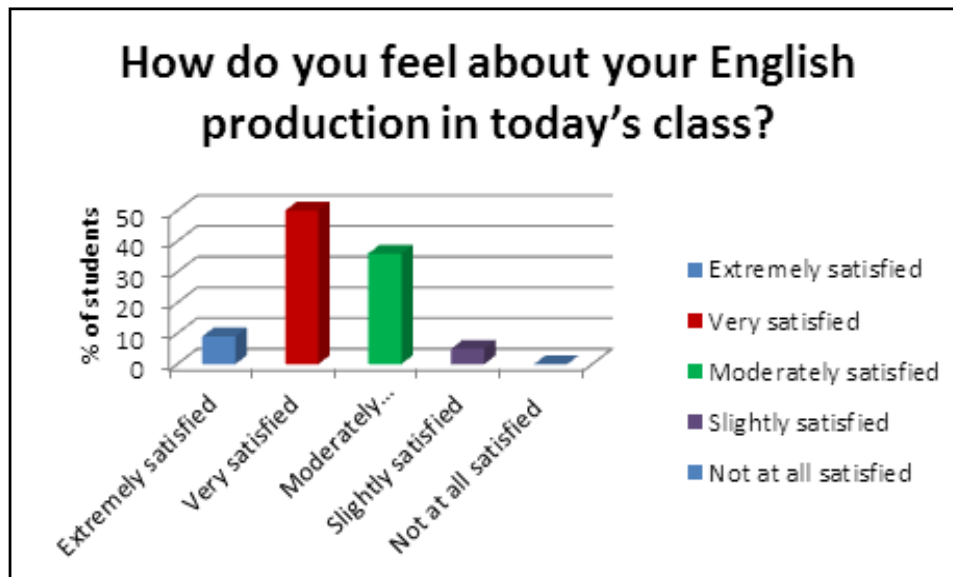
In addition to their participation in this lesson, students were asked about their perceptions related to their English production. The purpose of having this additional question was to obtain more information about students' motivation and its connection to their production.

Students' production was measured writing the end of a story. The results are presented in the following graphic, which shows that most of students were very and moderately satisfied with their production. They reported that they were able to write the end of a story, learnt something new, and improved their punctuation. They also noted that their spelling and punctuation were adequate and they did not have too many mistakes in their work. Few students felt, however, that they had too many mistakes in their stories.



## Graphic 4

### Students' Production Lesson 3



Source: Field research

The results illustrate that students participated actively when they are able to accomplish a task, but they disliked activities that seemed difficult for them. Activities where students used their imagination and drawing abilities were easier, and students enjoyed them more than activities where they had to use their knowledge about structure. But we cannot ignore the fact that this was a graded activity, and that can also be a reason why most students collaborated.

#### 4.2.1.4 Lesson 4

All through this lesson, students worked with a “folktale”. Students orally presented the moral of the story in groups at the end of the lesson. The oral presentation was graded using a rubric (Appendix 7), and students commented on their classmates' oral presentations using a peer-editing worksheet (Appendix 11).

#### Observation sheet

It was observed that most students worked on the moral of the story



since its presentation was graded, but students weren't interested in constructing the story using pictures. It seemed that they just participated when they had to (graded work, extra points). And although students used English to interact with the teacher (construct the story using picture), they used Spanish all the time while working in groups.

Almost all the groups got excellent grades on their moral (from 8-10). Most of the morals were clear with slight pronunciation mistakes. Just one group did not present a clear moral as some supporting ideas weren't explained and there were problems with pronunciation and fluency. Even though students did not like to listen to and comment on their friends' morals, they paid attention to them since their evaluation and comments agreed with the teacher's evaluation.

### **Self-evaluation sheet**

Data collected through the self-evaluation sheet is shown in the next table where students stated their preferences for the different activities worked on during the lesson.



**Table 7**

**Most and Least Preferred Activities**

**Lesson 4**

*Activity	Most		Least	
	# SS	%	# SS	%
1. Predict a story using pictures (presented by your teacher)	9	38	3	13
2. Unscramble the story in groups	6	25	3	13
3. Discuss the moral of the story in groups	7	29	2	8
4. Present your moral orally	2	8	13	12
5. Listen and comment on your friends stories (peer-editing worksheet)	0	0	13	54

Source: Field research

Moreover, the values obtained for  $X^2$  are higher than  $X^2_{0.99} = 13.3$  for the least preferred activity and  $X^2_{0.95} = 9.49$  for the most preferred activity; as a result, the null hypothesis is rejected which means that students showed preference and dislike for a determined activity.

**Table 8**

**Chi Square Lesson 4**

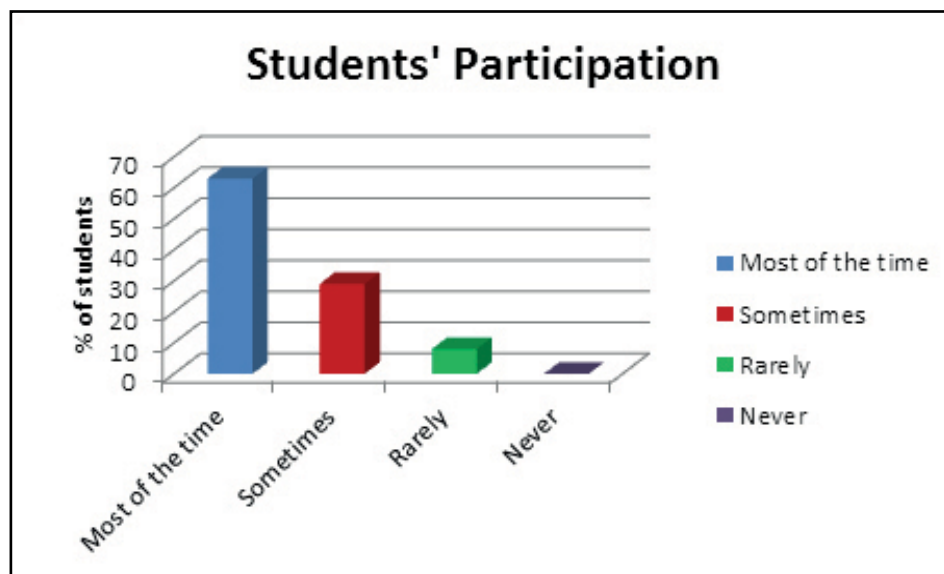
*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2 = (f_o - f_e)^2 / f_e$ Most	$X^2 = (f_o - f_e)^2 / f_e$ Least
1	4.8	9	3	3.675	0.675
2	4.8	6	3	0.3	0.675
3	4.8	7	2	1.008	1.633
4	4.8	2	3	1.633	0.675
5	4.8	0	13	4.8	14.008
Source: Field research				$\sum x^2$ 11.416	$\sum x^2$ 17.666

Students pointed out that it was easier working in groups, they liked to create stories with pictures, and they liked when they could express their ideas using English.

Therefore, students participated most of the time or sometimes during the lesson. Students expressed that they enjoyed working in groups, and they felt comfortable giving their ideas during the different activities (moral, predictions, and story). However, a few students felt that they did not know some things so they did not participate all the time.

**Graphic 5**

**Students' Participation Lesson 4**



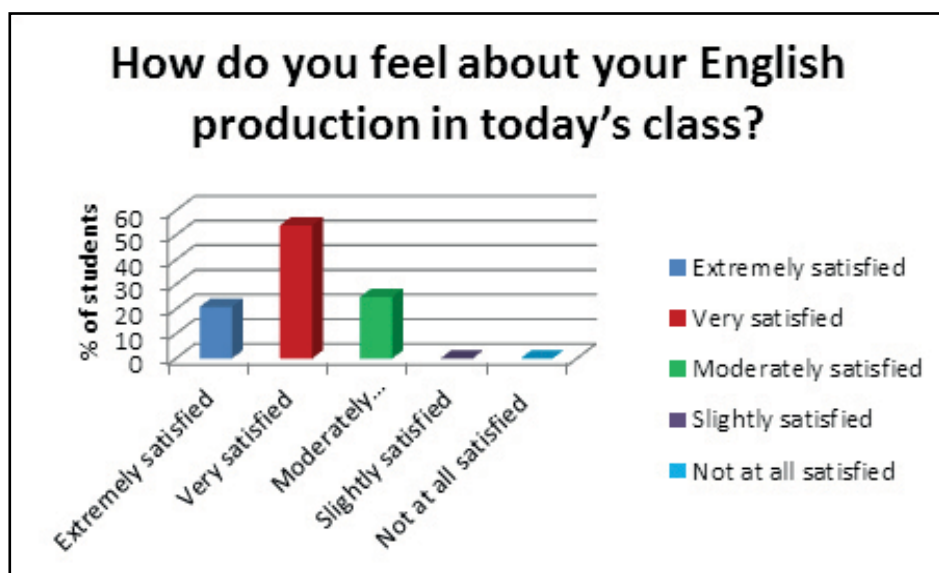
Source: Field research

Graphic 6 shows how students felt about their English production throughout the lesson. The option *extremely satisfied* had a considerable increase (12%) compared to the previous lesson. Also 75% of students chose the options *extremely* and *very satisfied* and no one selected the options *slightly* or *not at all*

*satisfied*. Students conveyed that it was nice to be able to express their ideas and understand their friends' stories. Students also stated that using the different activities they learnt new vocabulary and some of them made an effort and were able to correct their friends' work. Furthermore, few students considered that they had to make an effort to improve since they sometimes were not able to understand or express themselves.

**Graphic 6**

**Students' Production Lesson 4**



Source: Field research

Furthermore, most of students pointed out that they were able to recognize that a story can have different points of view, and they were able to express different morals for the same story. Also, they were able to use new vocabulary, correct their friends work, and predict a story using pictures.

What students liked most during the lesson was the fact that they were able to use English to communicate their ideas. Thus, students were engaged,



as Nunan stated, in active learning since they were actively using the language they are learning. This motivates them to participate in the lesson and their satisfaction about their production increased. Also, it is important to note the fact that students started to become conscious about their lack of English proficiency. Moreover, it seems that teacher's perception about students' participation was erroneous since it looks like students did not participate just when they have to. They felt motivated using the language to communicate their ideas even when the activity was not graded.

#### **4.2.1.5 Lesson 5**

Students worked on the moral of a story during lesson 5. They worked in groups and discussed the story and its moral, followed by participating in a debate by giving their points of view about the story's moral.

#### **Observation sheet**

During the debate, it was observed that all the students participated in an active way. Most of them gave their answers and responded to arguments by participating more than 4 times. A few read what they have written/prepared before, resulting in just a few students had not participated actively. Students were motivated because they wanted to "win" the debate which was also graded. Some students got nervous about the debate and did not participate as much as others; nevertheless, they participate at least one time. Only one student did not participate at all.

Students were graded using the rubric for oral participation in a debate



(appendix 7). Although it was possible to understand their ideas, the biggest problem students faced was the correct use of structure and some slight problems in pronunciation.

### **Self-evaluation sheet**

In addition to what was observed, tables 9 and 10 show that students have a noticeable preference for the debate, and the null hypothesis that they did not show dislike for an activity is accepted. Since the values for  $X^2$  are 27.666 for the activity that they liked the most and 6.416 for the activity they liked the least, there is strong evidence that students enjoyed the activities during the lesson.

Students chose the debate as the activity they liked the most. They indicated that during the debate they were able to use real English and express their ideas/arguments as well as understand their classmates and respond to them. Also they enjoyed listening to their friends' comments because the topic of the debate was interesting.



**Table 9**

**Most and Least Preferred Activities**

**Lesson 5**

*Activity	Most		Least	
	# SS	%	# SS	%
1. Remember different stories and their moral	3	12	3	12
2. Read the story in your textbook	3	12	9	38
3. Retell the events of the story	1	4	2	8
4. Discuss the moral of the story in groups	2	9	4	17
5. Debate about the moral of the story	15	63	6	25

Source: Field research

**Table 10**

**Chi Square Lesson 5**

*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2 = (fo - fe)^2 / fe$ Most	$X^2 = (fo - fe)^2 / fe$ Least
1	4.8	3	3	0.675	0.675
2	4.8	3	9	0.675	3.675
3	4.8	1	2	3.008	1.633
4	4.8	2	4	1.633	0.133
5	4.8	15	6	21.675	0.3
Source: Field research				$\sum x^2$ 27.666	$\sum x^2$ 6.416

In relation to participation, the next graphic shows that the 92% of students participated most of the time or sometimes. Students considered that a debate is a good way to learn and that they liked to participate giving their ideas; also, they considered that they must participate in the debate because they wanted to win and they wanted to get a good grade. There were a few students (8%) who were afraid to participate because they think that they did not have good pronunciation,

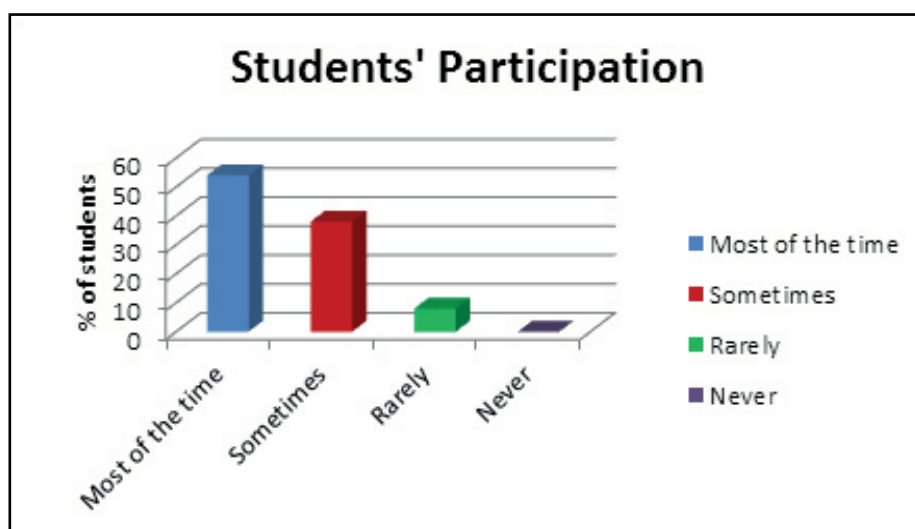


or they felt that they did not understand everything. One student stated that he participated in his group but he could not do so in the debate.

Despite the fact that most students participated during the lesson and that they were motivated to participate for different reasons, there is a small percentage of students that, more than being unmotivated, they were afraid to express their ideas. Therefore, self-confidence is also an important aspect to consider during the task's performance.

**Graphic 7**

**Students' Participation Lesson 5**

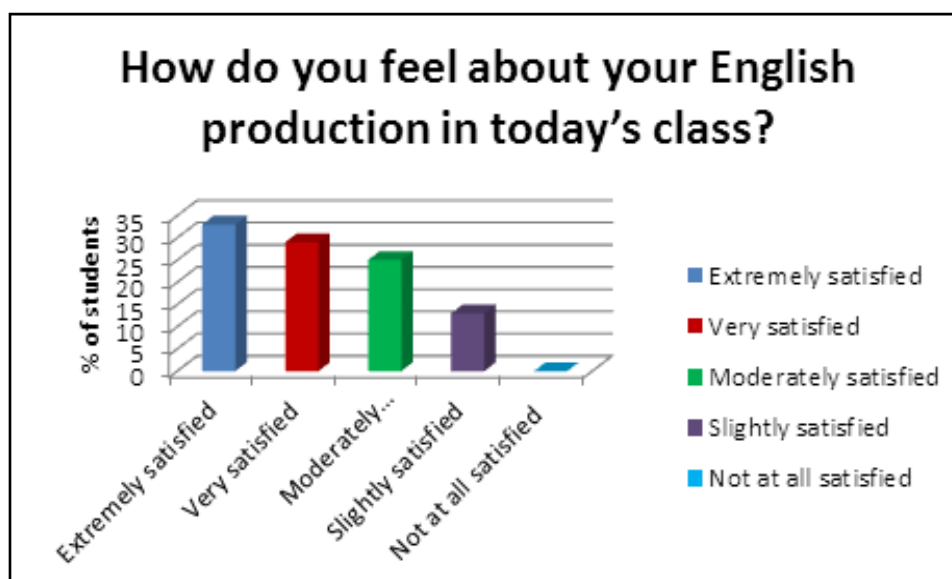


Source: Field research

Since most students indicated that throughout the lesson they were able to express ideas and arguments, they felt extremely satisfied. In addition this response increased its percentage by 12% from the previous lesson. Also, fewer students responded *very satisfied* and more students chose the option *slightly satisfied* which increased from 0% to 13% in this lesson.

## Graphic 8

### Students' Production Lesson 5



Source: Field research

Once again, students were involved in active learning because they were actively using the language they are learning. This resulted in more than half of students (62%) feeling extremely and very satisfied during the lesson. Students felt that they were able to express and understand different ideas and they are improving their English (fluency). Nevertheless, there is a considerable percentage of students who did not feel comfortable during the activity. Despite the fact that students were actively and in a real situation using the language, they stated that they did not like to speak and that they needed to learn more. But also, some were aware that they had to make an effort to improve. Therefore, intrinsic motivation as well plays a fundamental role in students' learning process.

#### 4.2.1.6 Lesson 6

During lesson 6 students searched on the web about different folktales; after which they worked in groups to present a story to the class using pictures.



After each group's presentation, in a plenary, their classmates gave their comments and interpretations of the different stories presented. Students' oral presentations were graded using the rubric shown in appendix 7.

### **Observation sheet**

Almost all students worked actively and collaborated with the different activities. They prepared the story and organized their oral presentation. Just one group seemed to be not interested in their project, and at the end they did not have the material to present their story even though this was graded. Again, all groups used Spanish all the time while working in different activities and "divided" their work; some wrote the story and others drew it.

All the stories presented were clear and interesting. All the groups used original pictures to illustrate their project. Students stated that they were able to understand their classmates' presentations and the pictures helped to do it. They also indicated they really liked the morals of the stories.

The biggest problem with the written story was related to structures. Six groups got a grade from 8 and 10 points on their stories, one group got 7 and one 6. The last group did not provide clear ideas and the story was not complete; also, this group did not present the story orally to the class.

### **Self-evaluation sheet**

The following tables list the activities worked on during the lesson and students' preferences. According to the results obtained for  $\chi^2$ , we reject the null hypothesis that students do not show preference for a determined activity with



95% of certainty, but we accept that students do not show dislike for an activity. It means that students preferred rewriting a story and drawing pictures to illustrate it more than other activities while at the time they did not dislike any activity.

**Table 11**

**Most and Least Preferred Activities**

**Lesson 6**

*Activity	Most		Least	
	# SS	%	# SS	%
1. Research on the web about folktales	7	32	5	23
2. Discuss about the story in groups	4	18	1	4
3. Rewrite and draw the story	9	41	2	9
4. Present your story orally	2	9	7	32
5. Listen and comment on your friends' stories (peer-editing worksheet)	0	0	7	32

Source: Field research

**Table 12**

**Chi Square Lesson 5**

*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2=(fo-fe)^2/fe$ Most	$X^2=(fo-fe)^2/fe$ Least
1	4.8	7	5	1.536	1.536
2	4.8	4	1	0.036	2.627
3	4.8	9	2	4.809	1.309
4	4.8	2	7	1.309	1.536
5	4.8	0	7	4.4	1.536
Source: Field research				$\sum X^2$ 12.09	$\sum X^2$ 8.544

Once again most students stated that pictures helped to understand the stories better, and they liked to do it. Some students liked rewriting a story because

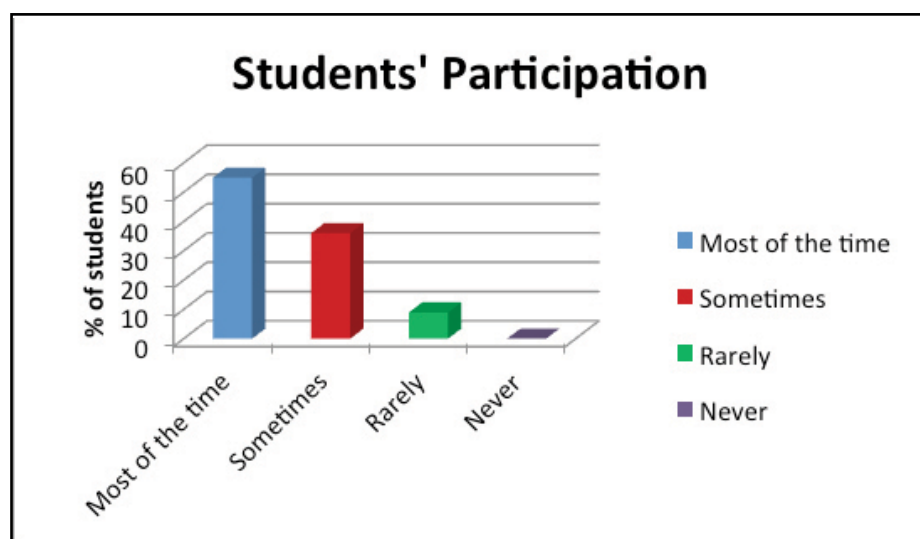


they could use their own words. But also, some students considered searching on the web a fun activity whereas others stated that it was boring. Similarly, some students liked the oral presentation; others did not. Some others contemplated discussing in groups important to improve English. Other students did not like this activity.

With reference to participation, there is not a difference from previous lessons in students' participation. Most of the students participated, most of the time or sometimes throughout the lesson. They pointed out that they wrote or drew the pictures of the story; they liked to give their opinion and wanted to get a good grade. But then again, few students stated they participated just when they had to, and that they sometimes felt bad because they did not know how to say something.

**Graphic 9**

**Students' Participation Lesson 6**



Source: Field research

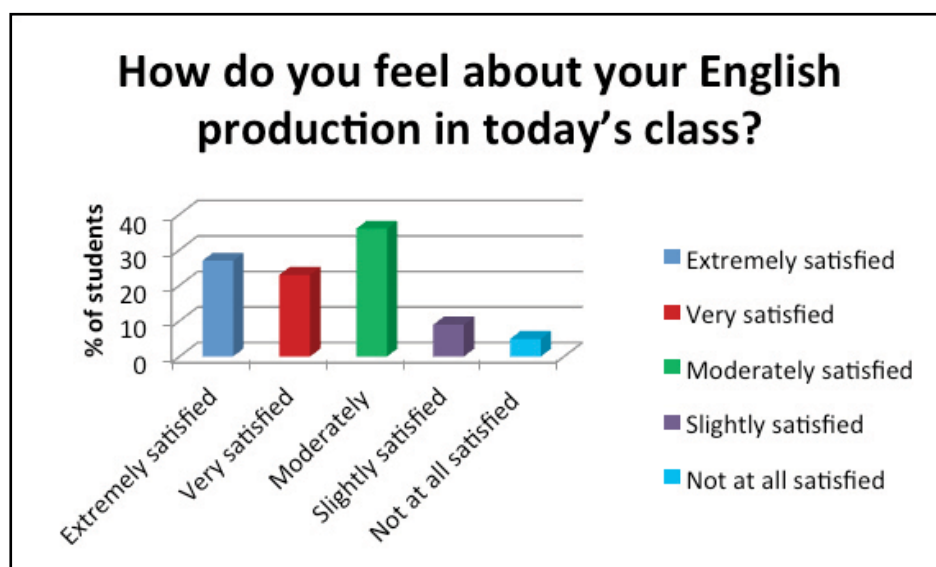
With respect to students' production, however, they reported a decrease.

Students reduced the percentage of the highest options *extremely* and *very satisfied*

by 12% compared to the previous lesson. Therefore, the options *moderately*, *slightly* and *not at all satisfied* increased by the same amount (12%). Students felt that they are learning more each class since they understood most of it; also they were able to collaborate and felt that they did a good job in the oral presentation. Students liked to do activities different from the course book because they were able to use English. However, 14% of students felt that they have to learn much more because sometimes they did not understand.

**Graphic 10**

**Students' Production Lesson 6**



Source: Field research

What we can see is that students got engaged in the different activities during the lesson. However, students were still not confident about their expertise in English; that is the reason why students did not feel satisfied about their production, and they believed that they need to know more about the subject.



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#### **4.2.1.7 Lesson 7**

Students worked on their own folktale in this lesson. First students got in groups using parts of a picture, they wrote a short story using the completed picture and then they created their own tale using in different steps to help them write their story. Finally, students presented their assignment in a role play.

#### **Observation sheet**

During the lesson it was observed that everybody enjoyed finding the members of the group by joining the different parts of a picture; the first group to completely assemble their picture got an extra point. Using the picture, students created short stories; all of which were original and included a high degree of creativity. All the groups listened to their classmates' stories, and at the end they chose the best story which also got an extra point.

These same groups then wrote their own folktale and then presented it in a role play. Although some students were afraid of acting, most enjoyed seeing their friends acting in the role play. All the groups presented nice and creative stories; they used costumes and prepared the scenery. Students used chronological order to tell the story and they included a moral. Some groups had a narrator and others acted in the role play. There were some grammar mistakes, but they did not obstruct the communication.

It was also interesting to observe students working in different groups from the ones they were used to. It looked as if they enjoyed this activity and it gave them the opportunity to share with different members of the class, so they



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worked actively.

### **Self-evaluation sheet**

Tables 13 and 14 show students' preferences about the activities worked on during this lesson. The results of  $X^2$  demonstrate that students did not have preference for a determined activity, but they did not like one of the activities.

Students pointed out that creating a story was new, fun and they were able to use their imagination. Also, the way to form the groups was exciting and they worked with different members in each group. Some students enjoyed acting and seeing their classmates doing it. But also, some students stated that looking for the member of a group with a picture was not interesting, and they did not like writing a story using their assembled picture. Similarly, few students did not like oral presentations and they indicated that they were not good at acting. Therefore, the results show that students did not show preference for the given activities, even though some students enjoyed them while others did not.





**Table 13**

**Most and Least Preferred Activities**

**Lesson 7**

*Activity	Most		Least	
	# SS	%	# SS	%
1. Look for your group using pictures	8	33	2	8
2. Create a short story using a picture	3	13	2	8
3. Discuss the story with your group	1	4	12	50
4. Create and write your own folktales	7	29	2	8
5. Present your story with a role play	5	21	6	25

Source: Field research

**Table 14**

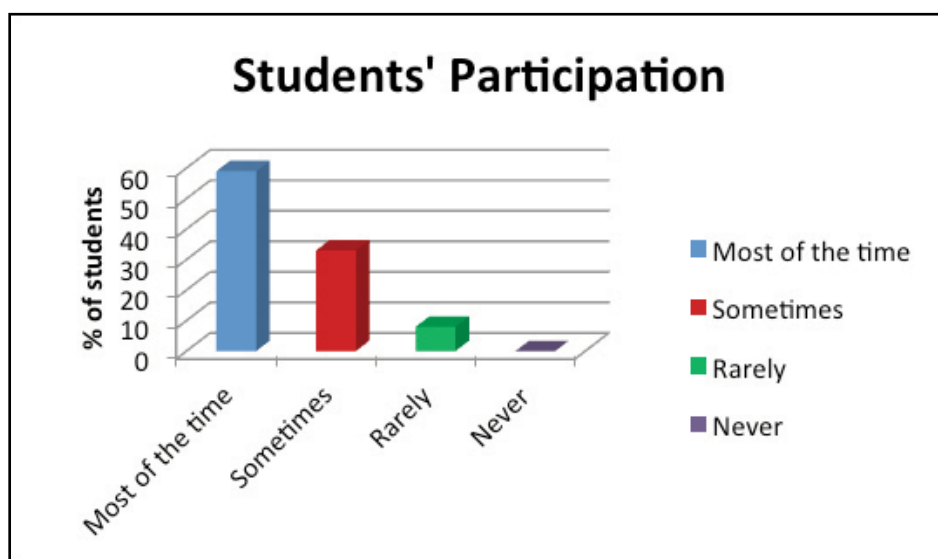
**Chi square lesson 7**

*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2 = (f_o - f_e)^2 / f_e$ Most	$X^2 = (f_o - f_e)^2 / f_e$ Least
1	4.8	8	2	2.133	1.633
2	4.8	3	2	0.675	1.633
3	4.8	1	12	3.008	10.8
4	4.8	7	6	1.008	1.633
5	4.8	5	2	0.008	0.3
Source: Field research				$\sum X^2$ 6.832	$\sum X^2$ 15.999

Students' participation, again, did not have a variation from previous lessons. Almost everybody (92%) of the students participated most of the time or sometimes throughout the lesson. Students stated that they liked these activities because they were able to practice English; also that it is important to participate too. But then again, a few students pointed out that they participated because they had to or just to get a grade; also for some students it was hard to understand.

## Graphic 11

### Students' Participation lesson 7

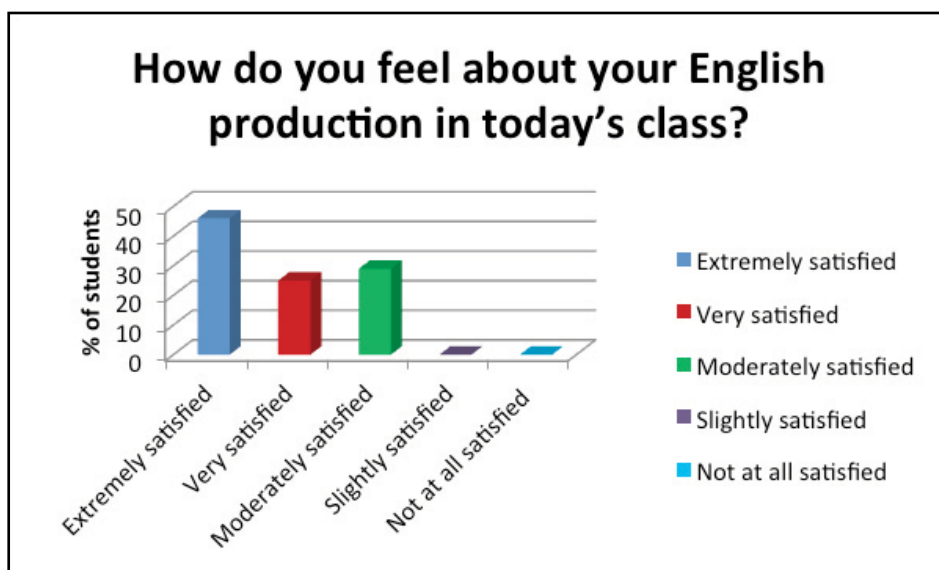


Source: Field research

Regarding production during the lesson, almost half of the students (46%) chose the option *extremely* and the 54% of them felt *very* and *moderately satisfied*. Most students felt that this lesson was interesting and useful since they were able to improve their pronunciation and learn some new words. They were also able to use their creativity to create the story and understand everything. However, a few students felt that they did not learn very much and sometimes it was difficult to understand some of the words. Also, they felt that they had to push themselves to improve. The following graphic shows students' production results.

## Graphic 12

### Students' Production Lesson 7



Source: Field research

Throughout this unit students worked in real world tasks and the assessment of them was in terms of outcome; also, tasks emphasized communicative language use. During the different lessons, students enjoyed the activities where they were given the opportunity to use their creativity and imagination. Moreover, they felt satisfied with their English production when they were able to use English to express their ideas and understand the class. Lastly, at the end of the unit, students did not exhibit difficulty in working with their stories since they had been working with this topic throughout the entire unit.

#### 4.2.1.8 Pre/posttests Unit 1

As was stated previously, pre and posttests were applied to the students at the beginning and end of the unit to measure students' progress. The analysis of this data collector source was done using statistical tools as the mean and the



t-student test.

Four questions, with similar contents, were designed for the pre and posttests in unit one. First, students had to recognize and use chronological signal words; then they ordered sentences to form a paragraph; next they read a paragraph and recognized the main idea, understood vocabulary in context, and answered comprehension questions. Finally, students needed to read and understand a folktale in order to write the moral of the story in paragraph form by including a main idea, supporting sentences, a conclusion, and using proper structure and punctuation. Also, students' final grades in their pre and posttests were analyzed. (Appendix 12)

Table 15 illustrates the results for the mean standard deviation, and the t-student test for each question and the final score.



**Table 15**

**T-student Test Results Unit 1**

Questions	Pre test		Post test		$\tau$
	M	s	M	s	
Students can recognize and use chronological signal words	4.33	2.44	5.37	2.41	1.45
Students can order sentences to form a paragraph	2.75	1.96	4.41	1.91	3.32
Students can read a paragraph and: recognize the main idea understand vocabulary in context answer comprehension questions	1.41	0.57	1.83	0.37	2.92
	1.29	0.67	1.20	0.64	0.42
	1.75	0.52	1.91	0.27	1.35
Students can read a folktale to write the moral of it in a paragraph.	4.41	2.81	4.08	2.49	0.42
Students' final grade	5.70	2.07	6.12	1.76	0.73

Source: Field research

The table above shows that even though there is a difference between the mean in the pre and posttest, according to t-student test, this difference is not significant in all questions. We can see that after working with task-based, students did not improve the use of chronological signal words in a text nor the understanding of vocabulary in context, nor their ability to answer questions about a text. Also, students did not show progress in reading a folktale to write the moral of it in a paragraph, and their final grade did not improve either. However, in two questions the mean increased considerably. Students developed their ability to order sentences to form a paragraph and to recognize the main idea in a text. Therefore, the null hypothesis is accepted since there is no effective difference between the pretest mean and the posttest mean in the majority of questions and students' final grades.



We can observe that the students enjoyed most of the activities throughout this unit, and they felt satisfied with their English production most of the time. Furthermore, at the end of the unit, students did not present difficulties working with their stories. However, the results obtained from the pre and posttest reveal that there was not a substantial difference between the two, so working with task-based activities was not as effective as expected.

#### **4.2.2 Unit 2. Fact and Opinion**

The objective of unit 2 was to differentiate fact and opinion. The unit was divided into three different lessons focused on accomplishing different outcomes.

##### **4.2.2.1 Lesson 8**

The basis of lesson 8 was to distinguish facts from opinions. Students worked with a reading about gossip to identify fact and opinion as well as recognized different phrases used to discriminate facts and opinions. At the end of the lesson, students played a game where they had to identify if a sentence was a fact or an opinion.

#### **Observation sheet**

Students seemed not to be interested in the first activities of the lesson. The first one was working in pairs to read the article about gossip and had a small discussion around it, but some of the pairs had little or no discussion between them. Next was a whole-class activity to share opinions in a plenary format, but some of the pairs did not participate. Most students paid attention during the explanation about fact and opinion (PowerPoint), but they did not participate actively. On the



other hand, most students enjoyed the game and were able to differentiate fact and opinion. Everybody was engaged and collaborated with their group in the game since the winners got an extra point.

### Self-evaluation sheet

The following tables describe students' preferences regarding the different activities in the lesson. According to the results, there is clear evidence that students showed a preference for a specific activity; moreover, with a significance level of 95%, we can say that students did not dislike any activity.

**Table 16**

### Most and Least Preferred Activities

#### Lesson 8

*Activity	Most		Least	
	# SS	%	# SS	%
1. In pairs discuss the questions about gossip	2	9	4	18
2. Read the article "gossip is for good"	1	5	6	27
3. Plenary about gossip	0	0	9	41
4. Power point presentation (Fact vs. opinion)	0	0	3	14
5. Game: Correct chair (Fact vs. opinion)	19	86	0	0

Source: Field research



Table 17

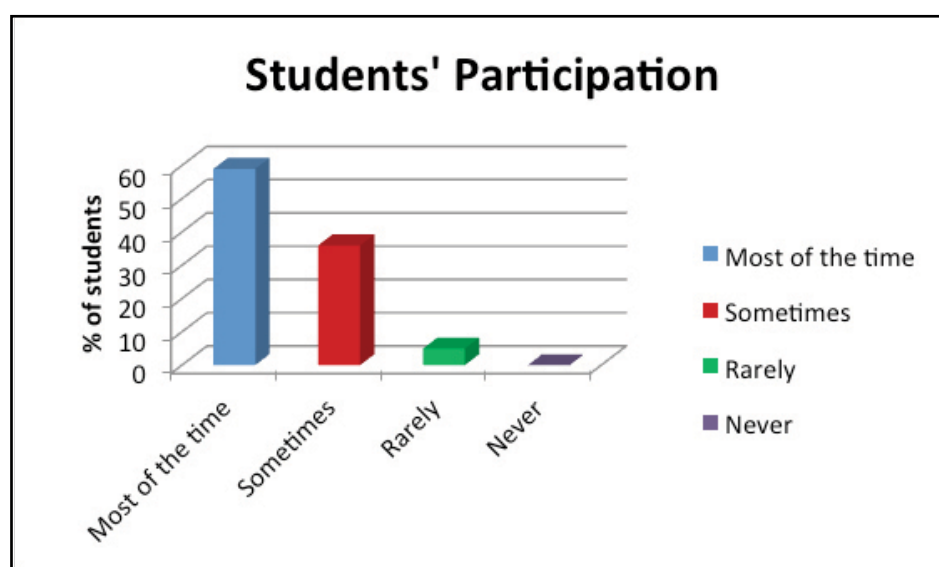
Chi Square Lesson 8

*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2 = (f_o - f_e)^2 / f_e$ Most	$X^2 = (f_o - f_e)^2 / f_e$ Least
1	4.4	2	4	1.309	0.036
2	4.4	1	6	2.627	0.581
3	4.4	0	9	4.4	4.809
4	4.4	0	3	4.4	0.445
5	4.4	19	0	48.445	4.4
Source: Field research				$\sum x^2$ 61.181	$\sum x^2$ 10.271

Those who reported that enjoyed the game were 86.5%. Students stated that they could learn using games, besides it was different, easy and fun. Moreover, 75% of the students had the sense that they were able to distinguish fact from opinion, and the game showed them if they understood or not. And although students did not state dislike for a specific activity, they pointed out that the plenary was boring, and it was a common activity.

Graphic 13

Students' Participation Lesson 8



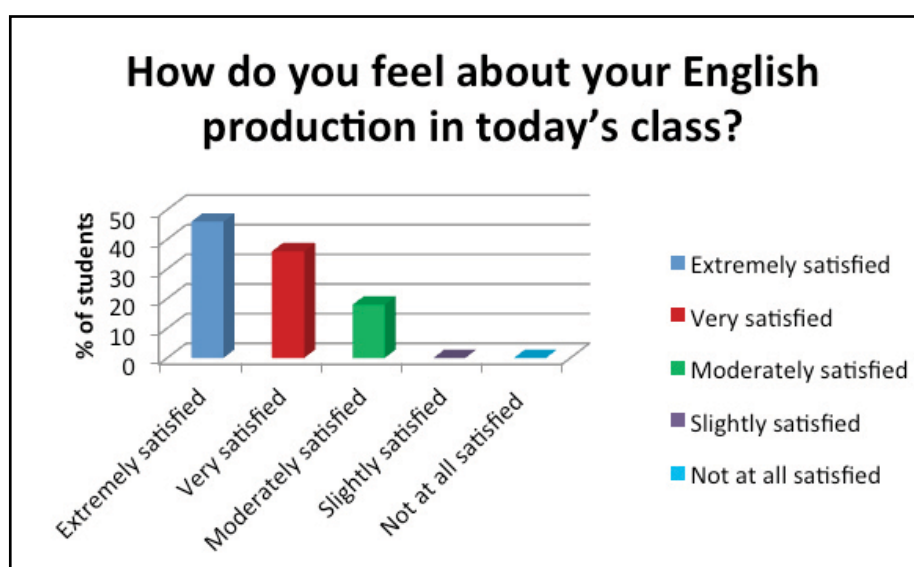
Source: Field research



Concerning participation, 59% of students participated most of the time, and 36% participated sometimes. Only 5% chose the option *rarely*. Students indicated that it was important to participate because when they practiced, they learnt more. Additionally, students stated that everybody had to participate in the game; they also liked the game and the topic. However, a few students pointed out that they were not able to express their ideas and that they participated just when they had to.

**Graphic 14**

**Students' Production Lesson 8**



Source: Field research

Comparing students' production with the previous lesson, the option *very satisfied* increased 11%. The option *extremely satisfied* remained the same but *moderately satisfied* decreased 11%. A considerable percentage of students believed that they learnt and also had fun. Although nobody chose the options *slightly* and *not at all satisfied*, there was a small percentage that considered that they had to improve their English and study harder.



After this lesson it is evident that students like and enjoy games. Although students were presented a topic to discuss, in other words, they were presented a pragmatic language use task to express their ideas, they preferred the game. In this case students preferred an activity rather than a task.

Moreover, through observation it seemed that students were not motivated since they appeared to not have participated actively during the first activities in the lesson. However, most students stated that they participated most of the time and sometimes, just 5% rarely participated. Therefore, what was observed was not what students indicated in the self-evaluation sheet.

#### **4.2.2.2 Lesson 9**

The final outcome in lesson 9 was to use sentences to express facts and opinions. So, students had to remember the difference between a fact and opinion and work on different activities in their text book before accomplishing the final outcome. Once again, a game was used to check their achievement of the outcome.

#### **Observation sheet**

Throughout this lesson students worked individually. Some students participated giving their ideas to remember the difference between fact and opinion. All of them did the textbook activities and checked their answers but they did not discuss them, and the whole class participated enthusiastically in the “snowball” game.



## Self-evaluation sheet

After lesson 9 students revealed a marked preference for the game and a dislike for the reading. Again percentages and  $X^2$  show that students preferred a game and showed dislike for reading activities in their text book.

**Table 18**

### Most and Least Preferred Activities

#### Lesson 9

*Activity	Most		Least	
	# SS	%	# SS	%
1. Remember about fact and opinion using examples	0	0	3	13
2. Read the paragraph in your textbook (Fact vs. opinion)	1	4	4	18
3. Read the paragraph in your textbook and answer the questions	1	4	15	65
4. Write an example in a piece of paper	1	4	1	4
5. Game: Snowball war (Fact vs. opinion)	20	88	0	0

Source: Field research

Most students indicated that they liked to play and the game was fun. Also that playing was more fun than reading and writing. Students relaxed while playing and they stated that they learnt in a different way. But then again a few students expressed that they liked to read because it was useful. On the other hand, 80% of students conveyed that reading was not fun or it was boring.



**Table 19**

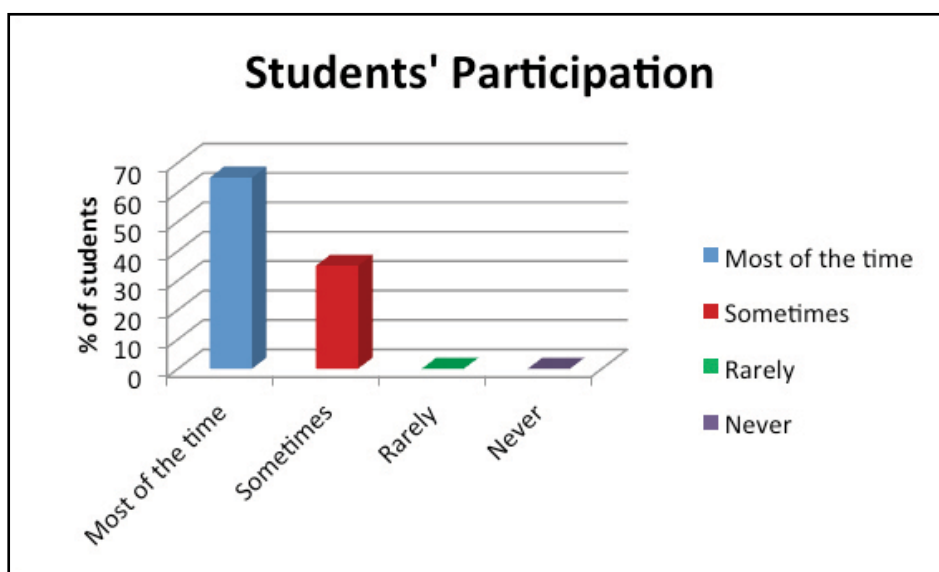
**Chi Square Lesson 9**

<b>*Activity</b>	<b>Expected frequency</b>	<b>Observed frequency Most</b>	<b>Observed frequency Least</b>	<b><math>X^2=(fo-fe)^2/fe</math> Most</b>	<b><math>X^2=(fo-fe)^2/fe</math> Least</b>
1	4.6	0	3	4.6	0.556
2	4.6	1	4	2.817	0.078
3	4.6	1	15	2.817	23.513
4	4.6	1	1	2.817	2.817
5	4.6	20	0	51.556	4.6
Source: Field research				$\sum x^2$ 64.607	$\sum x^2$ 31.564

Regarding students' participation, this increased a little bit from the previous lesson. More than half of students (65%) chose the option Most of the time and 35% decided on Sometimes as their level of participation throughout the lesson. On the subject of the game, most students stated that they liked it and that they participated because, in this way, they learnt better, and it was the best way to do it. Also, students indicated that it is important to participate because they like to practice English. Lastly, almost everybody (75%) specified that they were able to differentiate and identify between fact and opinion. The following graphic shows the results for students' participation during lesson 9.

Graphic 15

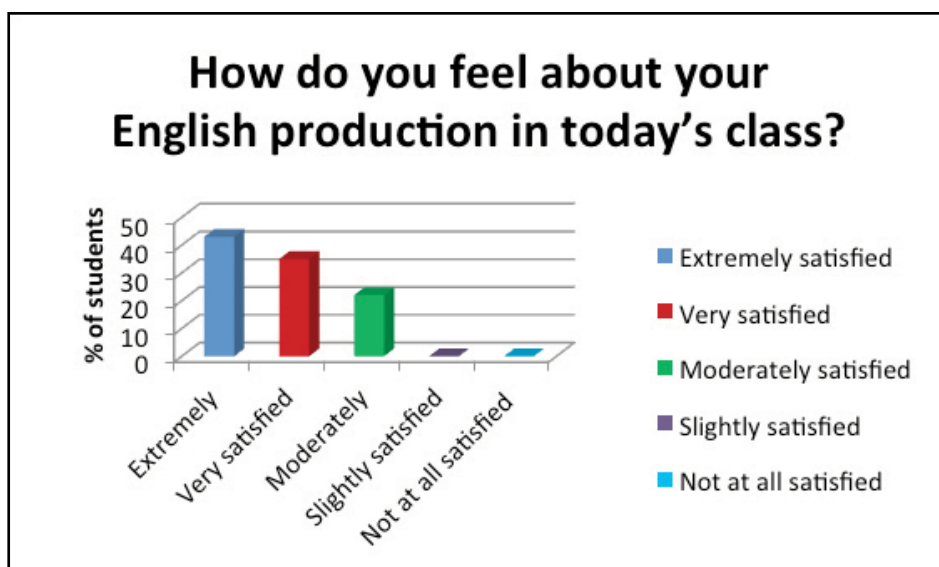
Students' Participation Lesson 9



Source: Field research

Graphic 16

Students' Production Lesson 9



Source: Field research



Students' production during this lesson did not vary significantly from lesson 8. The options *extremely satisfied* and *very satisfied* decreased slightly and *moderately satisfied* increased its percentage (4%). Once again nobody indicated the options *slightly* and *not at all satisfied* as their options. Most students conceded that games are fun activities that help in the learning process. Also, students felt that they were improving since they were able to participate, understood the class, wrote their own sentence and had no mistakes with the book exercises.

At the end of the lesson, once again, there was a marked preference for games. Students did not enjoy reading in their textbook. Though reading may help students in their English they preferred to have fun with a game as it is an easy way to learn.

#### **4.2.2.3 Lesson 10**

During this lesson students read the book "Desert Mountain Sea" by Sue Leather. The book includes three stories about three women who made different journeys. Before reading the book, students worked by completing and listening to a song with the purpose to introduce the topic. After reading the book, students worked in groups to complete an exercise worksheet about the stories to check their comprehension. They then wrote a paragraph giving their opinion about the story they liked the most. Students posted their paragraphs (opinion) on the wall to be read by their classmates. Finally, in a plenary the whole class discussed the stories.



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### **Observation sheet**

This lesson started with a song to introduce the topic to students. Almost everybody was engaged and participated by completing and singing the song with only a few students not showing interest in a “romantic” song. Then, students started to read the book. For some students reading a book was challenging, and they mentioned that it was the first time that they tried to read one in English. Some of them asked the teacher questions about vocabulary and others asked for help from their classmates. A small number of students read the book very rapidly, but the majority of them took a longer time and was afraid to do it. Only a few students found the book boring and simple.

Finally, all the groups were able to give an opinion about the story by expressing both positive and negative comments. Almost every group stated an opinion about the main ideas of their paragraph, but few groups did not use relevant supporting ideas. This time, structure was not the main problem for students.

### **Self-evaluation sheet**

According to the results shown in tables 20 and 21, the null hypothesis is rejected. The values of  $X^2$  are higher than reference distribution values for  $X^2 0.99$  and  $X^2 0.95$ ; therefore, students preferred and disliked an activity.



**Table 20**

**Most and Least Preferred Activities**

**Lesson 10**

*Activity	Most		Least	
	# SS	%	# SS	%
1. Listen and complete the song	11	46	2	8
2. Read the story	1	4	12	50
3. In groups, complete the exercise worksheet about the story	3	13	1	4
4. Write and read opinions about the story	2	8	3	13
5. Discuss the story	7	29	6	25

Source: Field research

**Table 21**

**Chi Square Lesson 10**

*Activity	Expected frequency	Observed frequency Most	Observed frequency Least	$X^2 = (f_o - f_e)^2 / f_e$ Most	$X^2 = (f_o - f_e)^2 / f_e$ Least
1	4.8	11	2	8.008	1.633
2	4.8	1	12	3.008	10.8
3	4.8	3	1	0.675	3.008
4	4.8	2	3	1.633	0.675
5	4.8	7	6	1.008	0.3
Source: Field research				$\sum x^2$ 14.332	$\sum x^2$ 16.416

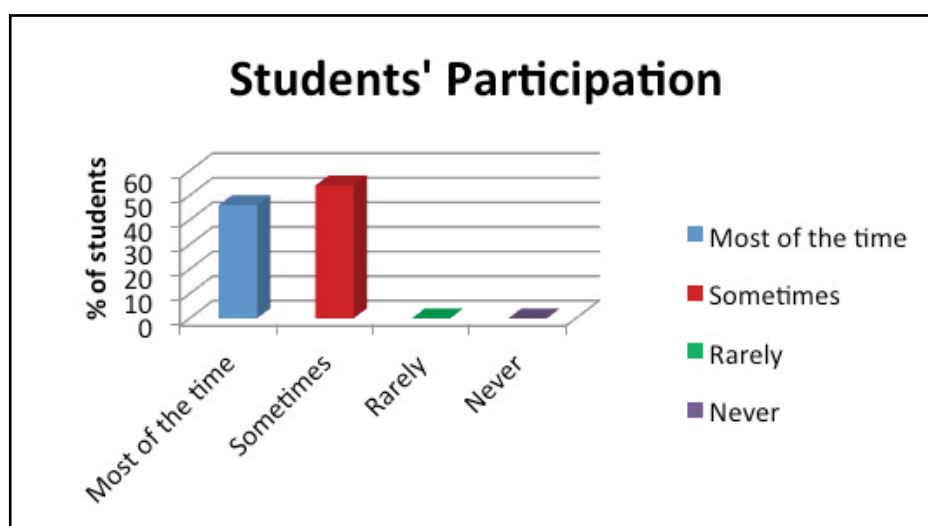
Most students chose completing and singing the song as their favorite activity. Students mentioned that they liked to sing because it was fun. They liked when they listened and were able to understand the lyrics. Also, 45.5% of students liked to discuss the story they read. They wrote that they liked the story and was interesting to exchange opinions about it. Only 9% of students believed that it was interesting to read a book in English for the first time. On the other hand, 41% of students declared that they did not like the book and that they believed that reading is boring.



Students' participation during the lesson is shown in the following graphic. All the students participated either *most of the time* or *sometimes*, but comparing with the previous lesson, the option *most of the time* decreased 19% whereas *sometimes* increased. Although, students were concerned about the fact that participating was important and it was the best way to learn, a considerable number of students believed that some activities were boring and that they participated just when they had to, but also, students felt that they needed to learn English because they did not know much, or they were not sure. Therefore, even though students had a satisfactory participation during the lesson, the highest option decreased for the reasons already mentioned.

**Graphic 17**

**Students' Participation Lesson 10**

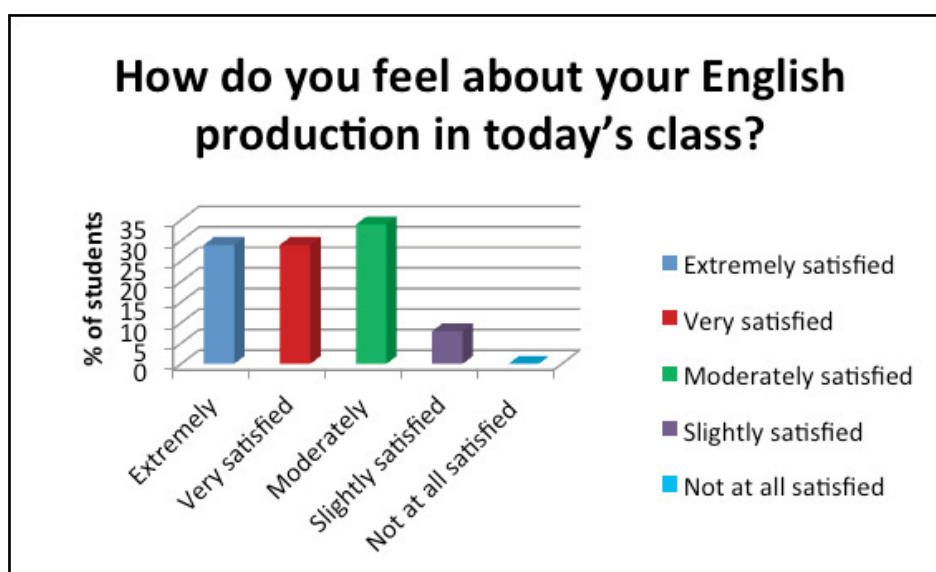


Source: Field research

Furthermore, most students felt that they were able to give and exchange opinions about a book during the plenary and that they also improved their pronunciation and vocabulary. Students realized how important punctuation is when writing a paragraph and that they needed to improve their listening skills.

### Graphic 18

#### Students' Production Lesson 10



Source: Field research

These results showed that students' production declined. The highest option *extremely satisfied* decreased considerably (14%) and a decline of 8% for those students who chose *slightly satisfied*. A considerable number of students felt that the plenary was interesting and useful, and they were able to give an opinion and use new vocabulary; so they felt they learnt something. Also, a few students mentioned that they liked to read the book since it was something new, and a few loved the song. In addition, a few students were conscious that there were lots of things that they did not know and they needed to know; thus students said that they learnt from their mistakes. Although, most were positive comments, students



did not feel excessively satisfied with their language production.

It is important to mention that students' motivation is a difficult area of assessment. We could see through this lesson that what motivated some students did not the others. Some students enjoyed singing, others did not. Moreover, some students liked reading and recognized the importance of this activity, but most students considered reading and writing boring activities. Consequently, motivation varies from one student to other.

During this unit, which included three lessons, students were able to recognize fact and opinion, and gave the opinion of a book after reading it. Real world tasks were presented to students with the purpose of emphasizing communicative language use. All through the different lessons students enjoyed most games since they gave students the opportunity to learn and have fun at the same time. Another important aspect is that at the end of the unit, students were aware of and realized their needed to improve some aspects of the language and that they were able to learn from their mistakes. Furthermore, students stated that it is important to participate during the lesson to improve, so students' participation remained in the highest options (most of the time, sometimes) during the unit.

#### **4.2.2.4 Pre/posttests Unit 2**

Similarly to unit one, a pre and posttest were applied at the beginning and end of unit two. Similar contents were tested. First, students had to distinguish between fact and opinion; then they read different paragraphs and distinguished facts and opinions in statements related to each. Finally, students read information



about gossip and then gave an opinion about it by writing a paragraph including a main idea, supporting sentences, a conclusion, and using proper structure and punctuation. Also, students' final grades in their pre and posttests were analyzed.

Table 22 illustrates the results for the mean standard deviation, the t-student test for each question and the final score. The results show that there is a difference between the mean in the pre and posttest, and that the difference, based on the t-student test, is significant for almost all questions.

**Table 22**  
**T-student Test Results Unit 2**

Questions	Pre test		Post test		$\tau$
	M	s	M	s	
Students can distinguish between fact and opinion.	8.90	1.67	8.85	1.48	0.07
Students can read a paragraph and distinguish facts and opinions in statements related to it.	4.77	0.90	5.25	0.77	1.88
Students can read a paragraph and distinguish facts and opinions related to it.	3	1.08	3.58	0.75	2.07
Students can read a paragraph (gossip) and give an opinion about it in a paragraph.	6.72	2.41	8.15	1.74	2.27
Students' final grade	7.72	1.35	8.62	1.18	2.34

Source: Field research

After using a task-based approach throughout this unit, the results from the pre and posttests demonstrate that students did not improve in differentiating between fact and opinion. However, the mean increased considerably in the



posttest because students were able to distinguish facts and opinions when reading a paragraph. Also, students showed progress in reading a text and giving an opinion about it in a paragraph. Therefore, the null hypothesis stating that there is no significant difference between pretest mean and the posttest mean is rejected since, with a significance level of 95%, we stated that there is an effective difference between the mean in almost all the questions and students' final grades.

Throughout this unit, especially lessons 8 and 9, students had great participation. Students felt motivated because they learnt and had fun at the same time. And although they felt satisfied most of the time with their English production, they also were aware about their necessity to make an effort to learn more. Finally, students did not present difficulties distinguishing fact from opinions or giving an opinion about a text in a paragraph. Moreover, the results obtained from the pre and posttests reveal that there was a considerable difference between them. Thus, task-based was as effective as expected.

#### 4.3 Interpretation of data

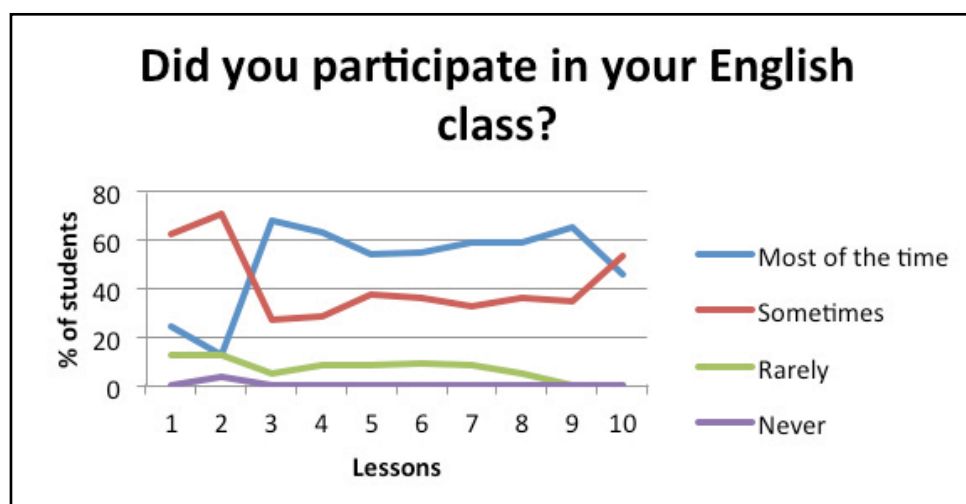
The next graphic illustrates students' participation during the ten lessons. We can see that the options *rarely* and *never* decreased consistently and that during the last two lessons, nobody selected these options. Moreover, the options *most of the time* and *sometimes* were always superior than the aforementioned. The highest percentages in the option *most of the time* are in lesson 3 and lesson 9. During these lessons students were able to use their imagination to change the end of a story; also, students differentiated facts and opinions playing a game.

Therefore, as it was stated before, students were motivated to participate when they were able to use the language while using their imagination and when they learnt and had fun at the same time.

On the other hand, the options *rarely* and *never* had the highest percentages during lesson 2. Also, the results of chi square were the lowest which means that in this lesson students did not show preference or dislike for any activity. Also, in this lesson it is the only time that one student did not choose any activity as his favorite. Few students stated that sometimes they did not have anything to say and that they liked English but sometimes they did not like the topics. Additionally, a considerable percentage of students (39%) expressed that they were very nervous and shy, or they did not know English and they had a poor pronunciation. It is important to mention that the book was used most of the time during this lesson.

**Graphic 19**

**Students' Participation**

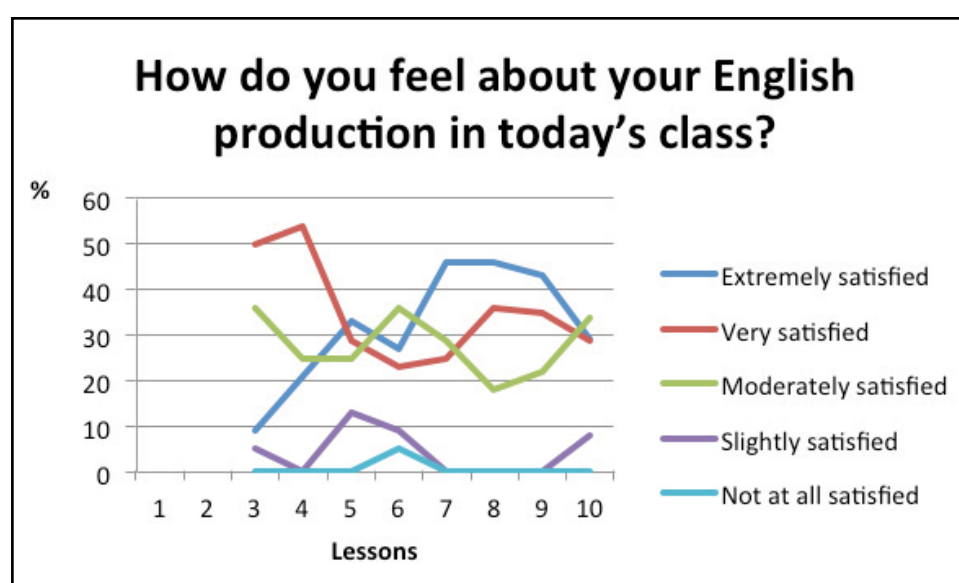


Source: Field research

Besides students' participation, students' production during the last eight lessons is also analyzed. Graphic 20 illustrates students' production. We can see that the highest option *extremely satisfied* had a continuous improvement apart from the last lesson. Moreover, the lowest options *slightly* and *not at all satisfied* were chosen by a small percentage of students in just some of the lessons. Few students felt that they had to learn much more and that they had to make an effort to feel satisfied. However, most students chose extremely or very satisfied when they felt that in each class they were learning more, and they were able to express their ideas and understand their classmates and the teacher. A significant aspect about students' English production is that though there is a small percentage that felt slightly or not at all satisfied during a particular lesson, they were conscious that they needed to make an effort and push themselves to improve.

**Graphic 20**

**Students' Production**



Source: Field research



It was stated by Littlewood that learners must have opportunities to develop strategies for interpreting language in concrete situations. Therefore, during the ten lessons applied during this research, students were presented with different tasks in concrete situations to use language. Also, the TBL framework included process of three phases, pre-task, task cycle, post-task (language focus) considered in Izadpanah (51).

After each lesson, the various outcomes were assessed using established rubrics for oral and written tasks, (appendix 7) since Lu noted that a reliable measure must be utilized to assess students' learning outcome after tasks in order to examine the strengths and weaknesses of task-based teaching. Also, Long and Crookes stated that "assessment in TBLT should focus whether or not students can perform some task to criterion" (qtd. in Van Den Branden 11).

After analyzing the qualitative data, the results show that students were able to achieve the desired outcomes. As stated above, a reliable measuring tool, a rubric, was used to assess students. Students' written and oral production were evaluated with a specific rubric for each one; also, during the different lessons, the outcomes were evaluated with specific rubrics for each one (appendix 7). According to the rubrics, most students were able to express their ideas in written paragraphs which included a topic sentence, supporting sentences and a conclusion. The most common mistake in the written production was structure. Students' oral production, assessed through presentations and debates, was accomplished by most of them. The rubrics for oral production show that almost all students were able to express and understand their classmates' ideas. Students communicated





different points of view and discussed about diverse aspects. Some students had minor pronunciation problems; however, the most impacting negative factor was that students felt nervous and afraid to speak.

At the end of each lesson, students expressed that it was easy to work during the different tasks. They also noted that they liked those kinds of activities because they were “different” in that they did not have to use the textbook, and they were able to use both their imagination and English to express their ideas. That being the case, tasks provided a context to students concerned with ‘pragmatic meaning’, since the focus of the different tasks was in use of the language rather than in its form; therefore, students used the language to communicate their ideas written and orally. Based on Ellis assumptions, ‘pragmatic meaning’ activates learning processes and promotes L2 learning. Qualitative results show that most of the time, students accomplished the outcomes and had positive remarks about the different tasks used in TBLT lessons; also, students participated actively and were engaged in the different activities.

On the other hand, concerning pre and posttests which measure cognitive outcome, quantitative analysis showed that at the end of the first unit there was not an improvement in students’ production as there was not a substantial difference between pre and posttest. Therefore, working with task- based activities was not as effective as was expected. This was demonstrated in that students were not able to recognize and use sequencing with paragraphs and were not able to write the moral of a story using a sequence. But with a significance level of 95%, we stated that there was an effective difference between the means in the pre and



posttests in unit two. These results may be due to the fact that, though students worked on meaningful tasks, unit one was much longer than unit two, and working on the same topic throughout a long period of time seemed to tire out students. Throughout unit one, students mostly worked with reading and writing activities and sometimes they preferred more “active” tasks. However, unit two was much shorter (3 lessons) than unit one, and in this unit students enjoyed the included games considerably. Students stated that they were able to learn and have fun at the same time. Hence, it looks that students’ production is closely related to motivation.

Richards and Rodgers (228) stated that task activity and achievement are motivational. We can see this when the results related to participation and motivation were analyzed. The results showed that most students stated that they felt extremely or very satisfied during the different lessons when they felt they were learning more and they were able to express their ideas and understand their classmates and the teacher. Also, students were motivated to participate when they were able to use the language while using their imagination and when they learnt and had fun at the same time.

Therefore, most of the tasks presented were meaningful to students. In this case, Task-Based Language Teaching was an important tool to engage students in a natural communicative behavior, not being based on grammar or other linguistic points. Consequently, we can conclude that during the process of learning a second language, motivation had a great effect on learning.



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Also, quantitative results showed that students' participation was inferior when they did not show preference or dislike for a given activity. A Chi square test showed the lowest results when students' participation was also the lowest. Students stated that they liked English, but sometimes they did not like the topics.

However, motivation was not an easy issue. As mentioned before, motivation is a long and complex process affected by different and diverse factors. Teachers can try to control external factors, but there are also intrinsic variables that are not possible to regulate. Although, teachers make an effort to provide conditions to motivate students, there are intrinsic factors which influence students in different ways. Dornyei affirmed that it is highly unlikely that everybody can be motivated to learn everything. Thus, students had varying points of view about the different activities throughout most lessons. Some students liked reading and writing while others preferred acting and singing.

To conclude, the results showed in this research agree with Ahmed's study on the fact that the task-based approach had a positive impact on L2, but it has a long way to go before it can claim empirical success in the field of second language curriculum development.

Also, Lu and Chunrao showed similar results throughout their studies with reference to language teaching methods. Lu indicated that the group of learners with whom she worked had been trained with the traditional audio-lingual and grammar translation methods and that there were several reactions to the designed tasks. Similarly, Chunrao described in his study that most teachers used mainly focus-



on-forms activities. Moreover, they were teacher-centered teachers who used decontextualized material with no clear communicative goal and outcome; thus, not congruent with task features. Hence, there is still traditional methodology used in classrooms; this may be the reason why some students are afraid to express their ideas because they are not accustomed to doing so.

Although the results of this study showed that the task-based approach offered many advantages to foreign language learning, it is also fair to say that this research agrees with the assumption stated by Mitchell and Myles (qtd. in Foster 149) that “just as it is probably not possible to say that a language teaching approach never works, it is not possible to say that such an approach always does.” This is due to the fact that there is a large quantity of variables to be analyzed because of the unpredictable nature of learners.



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## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

### 5. 1. Conclusions

This study stated a hypothesis: the use of task-based activities in the classroom will enhance motivation of the students and improve their language output. Thus, improvement in motivation and language output were the two dependent variables that were studied and measured in this research. This chapter discusses the connection between Task-Based Language Teaching and students' language production and motivation by examining and analyzing the results.

Concerning motivation the results showed that Task-Based Language Teaching had a considerable impact on students' motivation. Richards and Rodgers stated that tasks are said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language. During the different lessons, most students felt very or extremely satisfied with their English production. The lowest options *slightly* and *not at all satisfied* were chosen by a small percentage of students in just some of the lessons. The students who chose the options *extremely* or *very satisfied* expressed that they felt that in each class they were learning more, and they were able to express their ideas and understand their classmates and the teacher. Therefore, there seems to be a connection between TBLT and students' motivation since when different tasks in the classroom required students to use the language, they were motivated because students were able to see language as a means of communication. Also,



it is important to mention that although there was a small percentage of students that did not feel satisfied after some lessons, they were conscious that they need to make an effort and push themselves to improve.

Moreover, TBLT also had a positive effect on students' participation. The results showed that students had an elevated level of participation during the different lessons. The options *rarely* and *never* decreased constantly and during the last two lessons nobody selected these options. Furthermore, the options *most of the time* and *sometimes* were always superior to the previous ones. The highest percentage in participation takes place when the students were able to use the language while using their imagination and when they learnt and had fun at the same time. As previously stated, when language was used to carry out meaningful tasks throughout the various activities students were then motivated to participate.

However, motivation was not an easy issue. Throughout the different lessons, students had different points of view about the different activities. There is no doubt that students' motivation was affected by different and diverse factors. Therefore, Dornyei's statement that it is highly unlikely that everybody can be motivated to learn everything was palpable during this study. Although the teacher tried to provide conditions to motivate students using different tasks, the intrinsic factors influenced students in different ways. It was not easy to motivate all students with the same task.

Regarding outcome achievement, the results show that students were able to achieve the desired outcomes. A solid advantage that TBLT offers is that



tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful. Therefore, through a rubric it was easy to appreciate that most students were able to express their ideas in written paragraphs as well as in oral presentations and debates.

Additionally, tasks provided a context for students concerned with 'pragmatic meaning'; this, according to Ellis, activates learning processes and promotes L2 learning. Qualitative results show that, most of the time, students accomplished the outcomes and had positive remarks about the different tasks used in TBLT lessons.

On the other hand, although most students got motivated and did not present difficulties working on outcomes, the results obtained from the posttest on unit one reveal that there was not a substantial improvement after the treatment. So, working with task- based activities was not as effective as was expected in terms of language production measured through tests. However, after the second unit, there was an effective difference between the results in the pre and posttests. This may be due to the fact that by evaluating students through a test comprises diverse factors, especially intrinsic factors such as anxiety.

Nonetheless, few students felt that some tasks were not worthwhile. Students, on very few occasions, stated that they did not learn anything and that they participated only because they had to, or because they wanted good grades or extra points. It was at these times when it seemed that extra points were more motivating than the task itself, and that the given tasks were not meaningful to



some students.

Finally, through the analysis of the results, it was observed that the most common mistake in the written production was structure. Hence, Task-Based Language Teaching should not exclude a focus on form. Van Den Branden explained that learners need to manipulate, and thus, pay some attention to form since the meaningful use of language demands linguistic as well as general cognitive resources from the learner.

## **5. 2. Recommendations and limitations**

After analyzing and interpreting the results of this study, some recommendations are stated.

Few learners were not willing to communicate their ideas due to lack of confidence. Thus, it is important that teachers provide assistance to learners at the phase of pre-task in order that students will be able to achieve the goals during the core task. Teachers ought to consider how to implement tasks to arouse learners' interest and build up their confidence in oral production.

Moreover, the results showed that the biggest problem students faced when writing paragraphs was structure. Even though TBLT does not exclude a focus on form, structure problem was not addressed during this research project. Although some book adaptations were made, the school program and the textbook focus on comprehensive reading skills. Therefore, cognitive as well as linguistic resources must be considered by teachers to help students achieve their outcomes.





Teachers should also reflect on collaborative tasks. Most of the time it was observed that when working in groups, few students did not collaborate and waited for their friends to do the entire task. Therefore, teachers should be aware of group organization techniques and the way students form groups; the purpose of this is that collaborative work becomes supportive to students since collaborative work is necessary during the learning process when studying a second language.

Furthermore, teachers need to be aware of certain students' lack of interest in learning English and take this into account in classrooms. Results in this study showed that a meaningful lesson for the students increased their motivation and participation. Teachers should also consider the fact that there are different factors and forces which contribute to a positive or negative attitude to do something.

It is important to mention that performing the role of a teacher and researcher at the same time was not easy. Working with high school students demands great effort by teachers; teachers have to actively engage students in the lesson as well as control their behavior and progress. As a result of having an extra duty as an observer, some important information for the research may be missed because of the demanding work as a teacher. Then when doing a research, it is required to have an additional point of view to endorse the collected data.

Task-based learning demands a high level of creativity and dynamism on the part of the teacher as well as diverse resources beyond the textbooks. For example, motivation decreased when the teacher used the textbook during different lessons; also, using critical thinking was not motivating as students' motivation also



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decreased when analyzing each other's outcomes. Therefore, if the teachers are restricted to more traditional roles or do not possess time and resources to provide task-based teaching, the application of this may be impracticable.

Finally, researchers concerned with second language acquisition should continue conducting further studies in order to determine the effectiveness of TBLT. As Mitchell and Myles (qtd. in Foster 149) stated that "just as it is probably not possible to say that a language teaching approach never works, it is not possible to say that such an approach always does." Therefore, there is a long way to go to prove that the task-based approach has a positive impact during the learning process, and more data is needed using different quantitative and qualitative research methods.



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# APPENDIXES



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# **APPENDIX 1**

## **Consent Forms**





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Cuenca, 21 de febrero de 2013

Master

Walter Auquilla T.

Rector del Colegio Particular Universitario Asunción

Ciudad

Yo Daniela Calle C., por medio de la presente me permito solicitar a su Autoridad, se sirva concederme el correspondiente permiso para aplicar el trabajo de campo de mi tesis titulada "Task-Based Teaching Applied to Intermediate High School Students to Motivate English Language Production" en el tercero de bachillerato "C" de la especialidad de Físico Matemático del colegio que Usted dirige, requisito para la obtención del título de master en Lengua Inglesa y Lingüística Aplicada.

Por la favorable acogida que sabrá dar a la presente anticipo mis agradecimientos.

Sin otro particular por el momento,

Suscribo de Usted,

Atentamente,

Lic. Daniela Calle Calle



Cuenca, 25 de marzo del 2013

Señor Padre de Familia

De mi Consideración

Por medio de la presente muy comedidamente solicito permita que su representad@ quien cursa el tercero de bachillerato "C" de la especialidad de Físico Matemático del colegio La Asunción participe en el trabajo de campo de mi tesis titulada "Task-Based Teaching Applied to Intermediate High School Students to Motivate English Language Production".

Cabe indicar que el trabajo que se realizara está autorizado por el Señor Rector de la Unidad Educativa Magister Walter Auquilla T.

Por la favorable acogida que sabrá dar a la presente anticipo mis agradecimientos.

Atentamente,

Lic. Daniela Calle Calle

Profesora de Inglés del colegio La Asunción

.....

Yo, ..... representante del alumn@  
..... autorizo a mi representad@ a participar  
en el trabajo de campo de la tesis titulada "Task-Based Teaching Applied to  
Intermediate High School Students to Motivate English Language Production".

Firma del representante



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## **APPENDIX 2**

# **Background Questionnaire**



## BACKGROUND QUESTIONNAIRE

1. Nombre \_\_\_\_\_

2. Fecha \_\_\_\_\_

3. Edad \_\_\_\_\_

4. Sexo \_\_\_\_\_

5. ¿Ha tomado cursos extra-escolares de inglés en algún instituto? (Encierre en un círculo una opción)

Sí

No

6. Si contestó sí a la pregunta 5, indique por cuánto tiempo estudió esos cursos.

\_\_\_\_\_

7. ¿Cuánto tiempo (en total) ha estudiado inglés?

\_\_\_\_\_

8. ¿Cómo evalúa usted su suficiencia general en inglés? (Encierre en un círculo una opción)

Excelente

Buena

Regular

Mala

9. ¿Por qué quiere aprender inglés? (Señale (√) todas las opciones que apliquen)

\_\_\_\_\_ interesado/a en el idioma

\_\_\_\_\_ interesado/a en la cultura

\_\_\_\_\_ tiene amigos que hablan el idioma

\_\_\_\_\_ es requisito para su graduación

\_\_\_\_\_ lo necesito para mi carrera futura



\_\_\_\_\_ lo necesito para viajar

\_\_\_\_\_ otro (indique): \_\_\_\_\_

10. ¿Disfruta usted aprendiendo inglés? (Encierre en un círculo una opción)

Sí

No

11. ¿Cuál ha sido su experiencia favorita en el aprendizaje del inglés?

\_\_\_\_\_

12. Mencione dos actividades específicas que usted piensa le han ayudado en el aprendizaje del inglés

√

√

13. Que actividades disfruta más en sus clases de inglés (Enumere 1= mucho, 5= poco)

Speaking activities \_\_\_\_\_

Listening activities \_\_\_\_\_

Reading activities \_\_\_\_\_

Writing activities \_\_\_\_\_

Grammar activities \_\_\_\_\_



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# **APPENDIX 3**

## **Pre and Posttests**

### **Unit 1**



**\*PRE TEST: Unit 1**

**NAME:** ----- **DATE:** -----

**1. FILL EACH BLAK WITH AN APPROPRIATE CHRONOLOGICAL ORDER SIGNAL FROM THE LIST PROVIDED. THERE ARE EXTRA WORDS.**

In the next few minutes	As soon as the lesson
begins	In conclusion
Then	
When you return	next
First	Finally
A third time	Second
before you sit down	

**How to Annoy a Teacher**

It is quite easy to annoy a teacher- even the most patient, kind-hearted teacher in the world- if you follow these simple steps.

----- always come to class just a little late. -----

Make as much noise as possible as you enter the room. -----

greet all your friends with a cheerful wave. ----- slam your heavy backpack down on the floor next to the desk.

----- raise your hand and asked to be excuse to go to the restroom. ----- be sure to slam the door, and again make as much noise as possible while taking your seat.

----- turn the pages of your book noisily, search in your back pack for a pencil, ask your neighbor if you can borrow an eraser, and announce in loud voice that you cannot find your homework. ----- raise your hand and ask to be excused to look for it in your locker.

----- if these techniques do not achieve the desire result, you can always fold your arms across you desk, put your head down, and take a nap. Just do not forget to snore!



## 2. NUMBER THE FOLLOWING SENTENCES IN A CORECT ORDER TO FORM A PARAGRAPH

### A Hawaiian Legend

- ( ) Native people create legends to explain unusual phenomena in their environment.
- ( ) The legend says that the marriage of two young lovers on the island was opposed by both set of parents.
- ( ) This story is a good example of a legend invented by native people to interpret the world around them.
- ( ) A legend from Hawaiian island of Kauai explains how a naupaka flower, a flower that grows on beaches there, got its unusual shape.
- ( ) The flower looks like half a small daisy-there are petals on one side only.
- ( ) As a result, the naupaka flower separated into two halves; one half moved to the mountains and the other half stayed near the beach.
- ( ) The parents found the couple together on the beach one day, and to prevent them from being together, one of the families, moved to the mountains, separating the young couple forever.

## 3. READ THE FOLLOWING PARAGRAPHS AND ANSWER THE QUESTIONS THAT FOLLOW.

People have used power as a natural source of energy for many centuries. Over 5,000 year ago, the ancient Egyptians used the wind to sail ships on the Nile River. In the seventh century, the Persians built windmills to grind wheat and other grains. By the twelfth century, the use of windmills had spread to Europe, where they were also used for pumping water. During the 1800s, windmills traveled to other parts of the world and were used to produce electricity. Recently, there has been renewed interest in using wind power to produce electricity. In fact, nowadays wind power is the fastest-growing renewable energy source in the world. Wind power's showplace is Denmark, where 18 percent of the energy supply comes from wind.

- What is the topic of the paragraph?

a. Wind power.





- b. Denmark.
  - c. Energy sources
- The word *spread* means
  - a. folded
  - b. traveled
  - c. decreased
- Which sequence of the events is correct?
  - a. Windmills were used to sail ships, grind grains, produce electricity
  - b. Windmills were used to grind grains, pumping water, produce electricity
  - c. Windmills were used to pumping water, grind grains, produce electricity
- Which idea is not mentioned in the paragraph?
  - a. Wind power is more important than solar power
  - b. Wind power has been used to grind grain, pump water, and produce energy.
  - c. Wind power is the fastest-growing renewable energy source in the world

Much of the history of the state of Arizona has been shaped by its scarce water supply. From A.D 300 to A.D 1450, Native Americans living there solved the problem of inadequate water supply by building canals to bring water to their field. Their canal system covered 500 miles, and may have served as many as 50,000 people at a time. The Native Americans lived there for more than 1,000 years but left the area for unknown reasons. A century ago, when new settlers came to Arizona, they were challenged by the harsh desert environment with its lack of water. Luckily, they discovered the old Native American canals and connected the canals to a river. This way they were able to bring water to their crops, such as corn and wheat. Then in the early 1900s, engineers in Arizona built several dams to store water for the crops. The water storage and delivery system brought new life to the land. More than any other single factor, this system influenced the development of Arizona.

- What is the main idea of the paragraph?

- a. Arizona's history has been influenced by its scarce water supply.



- b. Arizona has the most efficient dams in the United States.
  - c. New settlers in Arizona discovered
- The word *crops* means
  - a. Water storage system
  - b. Canals to bring water
  - c. Plants that are grown for food
- Which sequence of the events is correct?
  - a. Native Americans built canals, settlers connected old canals to a river, engineers built dams
  - b. Engineers built dams, Native Americans built canals, settlers connected old canals to a river.
  - c. Native Americans built canals, engineers built dams, settlers connected old canals to a river
- What challenge faced settlers in Arizona?
  - a. Inadequate water supply
  - b. Lack of leadership
  - c. Disagreements with the Native Americans over water
  - d. Inadequate funds to build dams.

**4. READ THE FOLLOWING FOLKTALE. WRITE A PARAGRAPH TO EXPLAIN WHAT THE MESSAGE OF THE STORY IS. (Include main idea, 3 supporting details and a conclusion)**

### **The Three Fish**

Three fish lived in a pond. One was named Plan Ahead, another was Think Fast, and the third was named Wait and See. One day they heard a fisherman say that he was going to cast his net in their pond the next day.

Plan Ahead said, "I'm swimming down the river tonight!" Think Fast said, "I'm sure I'll come up with a plan." Wait and see lazily said, "I just can't think about it now!" When the fisherman cast his nets, Plan Ahead was long gone. But Think Fast and Wait and See were caught!



Think Fast quickly rolled his belly up and pretended to be dead. “Oh, this fish is not good!” said the fisherman, and threw him safely back to the water. But, Wait and See ended up in the fish market.

That is why they say, “In times of danger, when the net is cast, plan ahead or plan to think fast.”

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\*Adapted from Book: Blanchard, Karen and Christine Root. Ready to Read Now and Oshima, Alice and Ann Hogue. Writing Academic English



**\*POST TEST: Unit 1**

**NAME:** ----- **DATE:** -----

**1. READ THE FOLLOWING PARAGRAPHS AND FILL EACH BLANK WITH AN APPROPRIATE SIGNAL WORD. THEN NUMBER THE DETAILS THAT FOLLOW THE PARAGRAPH SO THAT THEY ARE IN THE CORRECT TIME ORDER.**

After x 2	Finally	before	Then	when
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I used to have a hard time getting my three-year-old daughter Susie to go to bed at night. Now at my friend's suggestion, I follow a bedtime routine every night. -----dinner, I let her choose one game that we play together. -----, I give her a bath and put on her pajamas. ----- her bath, she has a snack of milk and cookies.-----, I let her choose one book that I read to her ----- she gets into bed. She is usually fast asleep ----  
----- I finish reading the book.

\_\_\_\_ Susie and her mother play a game.

\_\_\_\_ Susie takes a bath.

\_\_\_\_ Susie has a snack.

\_\_\_\_ Susie Listens to her mother read a book and falls asleep.

First	Then	Next	Finally
-------	------	------	---------

It is surprisingly easy to make your own applesauce. All you need are 5 large apples, ¼ teaspoon of cinnamon, 2 tablespoons of brown sugar, and ¼ cup of water. -----, peel the apples, remove the seeds, and chop the apples into small pieces. ----- put the apples and water in a saucepan, cover the pan, and boil on medium heat for 20 minutes. -----, remove the cover and mash the apples. -----, add the sugar and cinnamon. You may serve the applesauce warm or cold.

\_\_\_\_ Put the apples and water in a sauce pan and cook for 20 minutes.

\_\_\_\_ Peel, seed and chop the apples.

\_\_\_\_ Add sugar and cinnamon.

\_\_\_\_ Mash the apples



## 2. ORDER DE FOLLOWING FOLKTALE IN THE CORRECT SEQUENCE BY PUTTING NUMBERS ON THE BLANK SPACES FROM 1 TO 6.

### The First Tears

\_\_\_\_ Man crept towards the last seal. It did not see him, or so Man thought. Suddenly, it sprang away and slipped into the water. Man rose to his feet. He was filled with a strange emotion. He felt water begin to drip from his eyes.

\_\_\_\_ Man told them about the shore filled with seals. He told how he had hunted them, and how every seal had escaped his knife. As he spoke, water began to flow from the eyes of Woman and Son, and they cried with Man. In this way, people first learned to weep.

\_\_\_\_ Then Man saw a single seal towards the back of the group. It was not moving as quickly as the others. Ah! Here was his prize. He imagined the pride on Woman's face, the joy in Son's eyes. Their bellies would be filled for many days from such a seal.

\_\_\_\_ Once long ago, Man went hunting along the water's edge for seals. To Man's delight, many seals were crowded together along the seashore. He would certainly bring home a great feast for Woman and Son. He crept cautiously towards the seals. The seals grew restless. Man slowed down. Suddenly, the seals began to slip into the water. Man was frantic. His feast was getting away.

\_\_\_\_ He touched his eyes and tasted the drops. Yes, they tasted like salty water. Strange choking sounds were coming from his mouth and chest. Son heard the cries of Man and called Woman. They ran to the seashore to find out what was wrong with Man. Woman and Son were alarmed to see water flowing out of Man's eyes.

\_\_\_\_ Later, Man and Son hunted a seal together. They killed it and used its skin to make snares for more seals.

## 3. READ THE FOLLOWING PARAGRAPHS AND ANSWER THE QUESTIONS THAT FOLLOW

In 1803, the third president of the United States, Thomas Jefferson, made a valuable purchase. He arranged to buy Louisiana Territory from France. The size of the land



was huge, and the price was cheap. The Louisiana Territory was 827,987 square miles. It stretched from the Mississippi River all the way to the Rocky Mountains. The United States paid France \$ 15 million for the land, which was about 4 cents an acre. Many historians think the Louisiana Purchase double the size of the United States. But that was not the only benefit. It also greatly strengthened the country economically and strategically and gave the United States access to the Mississippi River. Thomas Jefferson considered the purchase one of the greatest achievements.

- What is the main idea of the paragraph
  - a. The United States paid England \$15 million for the land.
  - b. The Louisiana Purchase was very beneficial to the United States.
  - c. Thomas Jefferson was the third president of the United States.
- The word bargain refers to ----- of the Louisiana Purchase
  - a. Size
  - b. Location
  - c. price
- Which of the following is not mentioned as a benefit of the Louisiana Purchase
  - a. The land contained oil and gold
  - b. The purchase double the size of the country
  - c. T strengthened the United States economically and strategically.

Tea has had a long and interesting story. The story began over four and a half thousand years ago. According to legend, tea was accidentally discovered in China in 2737 B.C. by the emperor, Shen Nung. The story goes that the emperor was sitting under a tree while his servant boiled water. Some leaves from the tree dropped into the water, and Shen Nung decided to try the new drink. He liked the taste, and a new beverage was born. The custom of drinking tea spread to Japan around A.D. 600. In the 1500s, tea arrived in Portugal when the Portuguese established relations with China. It was then shipped to the Dutch, who in turn sent it to France and the Baltic countries. In 1650, Peter Stuyvesant brought tea to America colonies in New Amsterdam, later called New York. Today, tea is still one of the world's most popular drinks.



- What is the main idea of the paragraph
  - a. The history of tea is long and interesting.
  - b. Tea was discovered by the Dutch.
  - c. Tea is the world's most popular drink.
- The word beverage refers to
  - a. baby
  - b. custom
  - c. drink
- the paragraph does not mention
  - a. Where tea was discovered
  - b. Who brought tea to America Colonies
  - c. The number of people who drink today.

**4. READ THE FOLLOWING FOLKTALE. WRITE A PARAGRAPH TO EXPLAIN WHAT THE MESSAGE OF THE STORY IS. (include main idea, 3 supporting details and a conclusion)**

### **The herb "mega"**

#### **Asian Folktale**

A poor merchant dropped in the village inn to spend the night. He left aside his merchandise and asked the innkeeper to prepare dinner.

The merchant had a few items and a couple of coins, but the greedy innkeeper thought: "Why shouldn't I take all his merchandise and money."

While she cooked dinner in the kitchen that thought never got out of her head. Finally she said to her husband: "There is a merchant staying overnight in our inn. It would be good to take his merchandise."

"There's nothing easier than that" – said the husband. - "Just put some of the herb named "mega" in his meal. Everyone who eats from the herb forgets something. And what would a merchant forget if not his merchandise?"

And that's what the innkeeper did. She put the herb in the merchant's dinner. He ate the meal, thanked the innkeeper and went to bed.

The innkeeper started thinking: what could have the merchant forgot. Suddenly she slapped herself on the forehead and said: “He forgot to pay, you old fool!

[illegible]

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Daniela Calle





**\*PRE TEST: Unit 2**

**NAME:** ----- **DATE:** -----

**1. Indicate whether each of the following statements is a fact or an opinion.**

**Write Fact or Opinion on the line.**

- Children should not be allowed to watch more than one hour of television a day. -----
- The human body has 260 bones. -----
- The Beatles were the best rock band in the history. -----
- The sun rises in the East and sets in the west. -----
- Turtles make great pets -----
- Blondes have more fun -----
- According to a government survey, 98% of U.S. homes have a telephone. -----
- Cats make better house pets than dogs. -----
- Louis Braille was born on January 4, 1809. -----
- Pele is the best soccer player of the 20th century. -----

**2. Read each paragraph and the statements that follow. Circle Fact or Opinion**

Almost everyone suffers from the common cold, with symptoms coughing and sneezing, and almost everyone has advice about the best way to treat a cold. Some people believe in traditional cures such as chicken soup. Favorite recipes for the best chicken soup are based through families from generation to generation. Other people suggest drinking hot tea with lemon and honey. Hot tea is good for colds, and it is also delicious. Vinegar, garlic, and ginger are also popular folk methods to cure the symptoms of a cold. Some doctors recommend frequent doses of vitamin C. Most agree that to take care of a cold, it is a good idea to drink plenty of liquids and get plenty of rest.

- a. Some people believe in traditional cures such as chicken soup. Fact Opinion
- b. Hot tea is good for colds, and it is also delicious. Fact Opinion
- c. Some doctors recommend frequent doses of vitamin C. Fact Opinion



Voting in an election is a right that past generations of people often did not have. When the United States government was first established at the end of the 18th century, only white males who owned land were able to vote. Over the years there have been changes to the Constitution so that now all adult citizens can vote. Unfortunately, many Americans fail to take advantages of this right. In some recent elections, fewer than 50% of Americans have chosen to vote. Consequently, there have been campaigns to convince more Americans to participate in the democratic process by exercising their right to vote. As many observers have said, if you choose not to vote, you have no right to complain.

- |  |      |         |
|--|------|---------|
| a. Americans should appreciate their right to vote and vote in every election. | Fact | Opinion |
| b. Many Americans do not participate in political elections.                   | Fact | Opinion |
| c. People who don't vote shouldn't complain about politicians.                 | Fact | Opinion |

### 3. Read the text and write Fact or Opinion.

Many people say they never gossip, but in reality that isn't always true. People think gossip is talk that isn't important and that it almost always includes negative comments about other people. Recent studies have shown that gossip is very important in human interaction. In fact, research has proven that two-thirds of conversation is really gossip. Another misconception is that only women gossip. Men always say they never gossip. They just exchange important information. They say women gossip all the time about fashion, romance, and celebrities. A survey recently showed that both men and woman gossip. It showed that in social situations, men only talked about "serious topics" 0-5% of the time. Most of their conversation, just like that of women, was about social relationships and personal experiences.

- |  |       |
|--|-------|
| • Gossip is always negative.                               | ----- |
| • Men don't gossip.  | ----- |
| • Men talk about serious topics 0-5% of the time.          | ----- |
| • Most conversation is gossip.                             | ----- |
| • Women only talk about fashion, romance, and celebrities. | ----- |



**4. Is gossip good or bad? What do you think? Write a paragraph giving your opinion. (include a main idea, at least 3 supporting details, and a conclusion)  
Check structure, punctuation, and spelling.**

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\*Adapted from Book: Blanchard, Karen and Christine Root. *Ready to Read Now and Rogers, Mickey. Open Mind 3.*



## POST TEST: Unit 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Indicate whether each of the following statements is a fact or an opinion.

Write Fact or Opinion on the line. /10

- The population of Egypt is 76,117,412. \_\_\_\_\_
- Computers have taken our lives. \_\_\_\_\_
- Writer Langston Hughes was a major figure in the Harlem Renaissance. \_\_\_\_\_
- Pele is the best soccer player of the 20th century. \_\_\_\_\_
- Ronaldo scored twice to give Brazil a 2-0 victory over Germany in the World Cup final. \_\_\_\_\_
- Rachel Carson's book Silent spring is the most important book ever written on the environment. \_\_\_\_\_
- Cats make better house pets than dogs. \_\_\_\_\_
- Children should not be allowed to watch more than one hour of television a day. \_\_\_\_\_
- Canada's first television station, CBFT Montreal, began Broadcasting on February 6, 1952 \_\_\_\_\_
- Louis Braille was born on January 4, 1809. \_\_\_\_\_

2. Read each paragraph and the statements that follow. Circle Fact or Opinion. /6

Peter was a very good student in high school. Now he is full-time college student majoring in psychology. He also has full-time at a local shopping mall. Lately, his boss has demanded that Peter work extra hours in overtime. Although Peter appreciates the extra money, he would rather not work overtime because the job is interfering with college. He has had to miss a number of classes because of the job, and he is having trouble keeping up with his courses. Some of the professors have lowered his grades on late assignments. Peter is unhappy with his boss and professors. He believes that everybody is against him.



- a. Peter is not doing well in college because he is too busy.      Fact    Opinion
- b. Peter's professors are unreasonable.                              Fact    Opinion
- c. Peter's should find another job with fewer hours.              Fact    Opinion

Soccer is not a very popular sport in the United States, and it doesn't get much attention in the media. An exception to this lack of interest is Freddy Adu, whose contract with a professional soccer team was given an enormous amount of publicity. A few years after Freddy Adu and his family immigrated to the United States from Ghana, he became one of the youngest soccer starts to play on an American team. When his family first came to the United States, Freddy was not allowed to join a professional team because his mother thought he was too young. Freddy and his mother turned down high paying offers from teams around the world. Then at the age of fourteen, Freddy was signed to play for D.C United, a soccer team in the Washington area. Freddy's family lives nearby. The coaches and sports reporters who have watched Freddy play comment on his exceptional skill, and some have said that he is the most talented player they have ever seen. Many have predicted that Freddy Adu will be a superstar in American soccer.

- a. Freddy Adu's mother was right to turn down team offers when Freddy was very young.

Fact    Opinion

- b. Freddy Adu is the most talented player on an American soccer team.

Fact    Opinion

- c. Freddy Adu attracted a lot of publicity because of his talent and age.

Fact    Opinion



**3. Read the text and write Fact or Opinion. /4**

**City living makes it harder to concentrate**

**21st February, 2013**

A new report says living in a city makes it harder for people to concentrate. The research found that people who live in rural areas can focus better than people in urban areas. The study is from Goldsmiths College, which is part of the University of London. Head researcher Dr Karina Linnell and her team studied how two groups of people did the same “thinking tasks”. The team went to a remote part of Namibia, southwest Africa, to study the Himba tribe. Himba people live a very basic life in the desert, doing traditional farming. The team also studied members of the same tribe who had moved to the nearest town. Dr Linnell said the tribe who lived in the desert did much better on the tests than those in the town. Dr Linnell’s research may change the way companies operate. In the future, workers may locate from cities to live and work in the countryside. Linnell said there are too many things around us in the city that stop us from thinking about one thing for a long time. This means we do not work at our best. She asked: “What if, for example, companies realized that certain tasks would be better carried out by employees based outside of the urban environment where their concentration ability is better?” The past century has seen billions of people move from the countryside to big cities. If Dr Linnell’s research is true, this century might see many of those people return to the great outdoors.

Sources: *BBC / Medical Xpress*

- a) People who live in the countryside can focus better than city people. -----
- b) The research team studied a tribe in South Africa. -----
- c) The research might change how companies work in the future. -----
- d) Many people originally from the countryside might return. -----



4. *Living in the city is better than living in the countryside?* **What do you think? Write a paragraph giving your opinion. (include a main idea, at least 3 supporting details, and a conclusion) Check structure, punctuation, and spelling. /10**

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\* Adapted from Book: Blanchard, Karen and Christine Root. *Ready to Read and BBC / Medical Xpress*.



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## **APPENDIX 4**

# **Task-Based Activity Plan**





## Task-Based Activity Plan 1

**Class:** Third of Bachillerato

**Topic:** Paragraph organization

**Objectives:** To recognize sequence in a paragraph

**Skills:** Reading, speaking, writing

**Time:** 2 Periods (90 min)

**Activities:**

Pre task	Task	Post task
<p>Students look at the pictures in their textbook. The pictures are all from one comic strip, but they are not in the right order. Students work in pairs and discuss the correct order of the story.</p> <p>The pair of students joins another pair and compares their decision about the order. Teacher gives feedback on the order.</p> <p>Recognizing sequence: Teacher presents to the students paragraph organization and signal words using a power point.</p>	<p>Students read some paragraphs in their course book. Then, they number the details that follow each paragraph in the correct time order.</p> <p>Teacher divides the class in groups and gives an unscramble story to the each group to organize in the correct order.</p> <p>Teacher gives feedback on the order.</p>	<p>In groups, students draw a series of pictures that show the sequence of the story. Students exchange their pictures and discuss the correct order of the story.</p> <p>Using the pictures, each group tells the story to rest of the class. The whole class contributes with comments about the story.</p>

**Desired outcome:** use a logical sequence in a paragraph.



## Task-Based Activity Plan 2

**Class:** Third of Bachillerato

**Topic:** Folktales

**Objectives:** To identify information about a folktale

**Skills:** Reading, speaking, writing

**Time:** 2 Periods (90 min)

### Activities:

Pre task	Task	Post task
<p>Students individually read some statements about folktales in their textbook. Then, they check the statements they agree with. Finally, in pairs students discuss their answers.</p> <p>Vocabulary preview: students match vocabulary found in the folktale with its definition. Teacher checks answer and gives feedback.</p>	<p>Students read the story “The story of the two brothers”.</p> <p>While students read the story, they make predictions about what they think will happen next. The whole class discuss about the different predictions.</p> <p>Check comprehension: Students mark the statements in their text book about “The story of the two brothers” true or false. In pairs students check their answers.</p>	<p>In pairs, students make a list of the main events in the story. Then, using their own words, tell what the folktale “The story of the two brothers” is about</p>



	<p>Students look at the pictures in their text book that go with the story and number the pictures so they follow the order of the story. Then students write a short description of each picture.</p> <p>Test your vocabulary: Students work in pairs, and using context clues they figure out the meaning of the underlined words in their text book. Then, they complete sentences in their text book with those words</p>	
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**Desired outcome:** retell information of a story (folktale).

### Task-Based Activity Plan 3

**Class:** Third of Bachillerato

**Topic:** Folktales

**Objectives:** To identify and evaluate information about a folktale

**Skills:** Reading, speaking, writing

**Time:** 2 Periods (90 min)

**Activities:**

Pre task	Task	Post task
<p>Students look and read the summary they wrote about the folktale “The story of the two brothers”.</p> <p>The pair of students joins another pair and compares their summary and the ideas they included.</p>	<p>In groups, students come up with a different ending of the folktale “The story of the two brothers”. Students write and illustrate with pictures their new ending.</p>	<p>The group of students place their stories (end) and drawings on the wall. Their classmates read the story, look at and pictures and write comments to their classmates work.</p> <p>Students read their classmates comments and discuss about the organization of the stories.</p>

**Desired outcome:** change the end of a story.



## Task-Based Activity Plan 4

**Class:** Third of Bachillerato

**Topic:** Folktales

**Objectives:** To identify and evaluate information about a folktale

**Skills:** Reading, speaking, writing, listening.

**Time:** 2 Periods (90 min)

**Activities:**

Pre task	Task	Post task
<p>Teacher asks students to ask the following question: Do you agree that folktales give important messages? Why or why not? In groups students discuss the question. In plenary students present their answers.</p>	<p>Teacher presents a powerpoint presentation to the students the Asian folktale "The herb 'mega'". Students read it.</p> <p>Students retell the events of the story in a chronological order.</p>	<p>In group, students discuss about the moral of the story.</p> <p>In a plenary the different groups present their moral orally. Their classmates give their comments to the different morals presented and discuss about it.</p>

**Desired outcome:** give the moral of a story.



## Task-Based Activity Plan 5

**Class:** Third of Bachillerato

**Topic:** Folktales

**Objectives:** To write the moral of a story (folktale)

**Skills:** Reading, speaking, writing, listening.

**Time:** 4 Periods (180 min)

### Activities:

Pre task	Task	Post task
Teacher asks students to remember and give examples of different folktales that they have read and heard and the moral included in each one.	<p>Teacher provides the students with a scramble folktale “Three fish”, a tale from India. In groups, students read the sentences and organize the story in chronological order. The group who finish first gets an extra mark.</p> <p>Students check their answer with other groups.</p> <p>Teacher gives feedback on the order.</p> <p>In the same groups, students discuss and write the moral of the story. Each group comes up with its moral for the story.</p>	Debate: each group presents the moral of the story and the reasons why they believed so to the class. Students take notes of each group’s moral and agree or disagree with it giving their point of view.

**Desired outcome:** debate about a topic (folktale).

## Task-Based Activity Plan 6

**Class:** Third of Bachillerato

**Topic:** Folktales

**Objectives:** To understand and explain a folktale

**Skills:** Reading, speaking, writing, listening

**Time:** 4 Periods (180 min)

### Activities:

Pre task	Task	Post task
<p>Teacher asks students to ask the following question: What is your favorite folktale? Why?</p> <p>In groups students discuss the questions and in plenary students present their answers.</p>	<p>Students do some research on the web about folktales from different countries.</p> <p>Students get in groups of 3 and choose one story. In groups, students prepare a power point presentation to explain the story to their classmates. They may use pictures and their own sentences to describe the sequence of the story.</p>	<p>After each group's presentation, in a plenary, their classmates give their comments and interpretations of the different stories presented.</p>

**Desired outcome:** give an opinion about a story.



## Task-Based Activity Plan 7

**Class:** Third of Bachillerato

**Topic:** Folktales

**Objectives:** To make up a story (folktales)

**Skills:** Reading, speaking, writing, listening

**Time:** 4 Periods (180 min)

**Activities:**

Pre task	Task	Post task
<p>Teacher gives each student a picture which is part of a story. Students look for the pictures which belong to the same story they got. The first group (4 students) which gets the story in pictures complete wins an extra mark for them.</p> <p>The group sits together and writes a short story using the pictures they have.</p> <p>Students present the story to the class.</p>	<p>Students get in groups of 4 and make up their own folktale.</p> <p>The teacher present the following steps to help students write their story:</p> <ul style="list-style-type: none"> <li>-Think of the message you want to teach in the folktale.</li> <li>- Make a list of the characters of the folktales (people/animals)</li> <li>- Choose a time and place.</li> <li>- Write a tittle.</li> <li>- Make a list of the events in the story. (correct time and order)</li> <li>- Draw a series of pictures to go with the story.</li> </ul>	<p>Role Play: each group presents their story in a role play.</p>

**Desired outcome:** write and tell a story.





## Task-Based Activity Plan 8

**Class:** Third of Bachillerato

**Topic:** Fact vs. Opinion

**Objectives:** To distinguish fact and opinion

**Skills:** Reading, speaking.

**Time:** 2 Periods (90 min)

**Activities:**

Pre task	Task	Post task
<p>Teachershowssomepicturestothestudents to introduce the topic: Gossip (power point)</p> <p>The teacher asks the students the following questions:</p> <p>Do you think women or men gossip more?</p> <p>Is gossip a positive or negative social activity?</p> <p>Do you gossip?</p> <p>Students work in pairs. Then a pair of students joins another pair and compares their answers.</p> <p>Students present their answer in a plenary.</p>	<p>Students read the article *‘‘Gossip is for good.’’ Then the teacher asks some questions to check comprehension. Why is gossip good? Who gossips more? How technology has changed gossiping?</p> <p>Teacher presents the students two examples: (Everyone gossips. Two thirds of human conversation is gossip) And asks them to decide which example is an opinion and which one is a fact. Students have to give reasons or explain why they think that.</p> <p>Teacher gives feedback on what a fact and opinion is. (power point)</p>	<p>Teacher divides the class in two groups. Each group makes a line at the back of the class. In front of the class the teacher sets two chairs, one is for fact and the other for opinion.</p> <p>The teacher presents some sentences and the students of each group have to run and sit in the correct chair.</p> <p>Students give examples of different facts and opinions using the given phrases.</p>

	<p>Students read the article again and look at the words and phrases in bold. They decide which ones show facts and which ones show opinion.</p> <p>Teacher gives feedback and introduces more phrases. (power point)</p> <p>* Taken from Rogers, Mickey. <i>Open Mind 3</i></p>	
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**Desired outcome:** write and tell a story.



## Task-Based Activity Plan 9

**Class:** Third of Bachillerato

**Topic:** Fact vs. Opinion

**Objectives:** To distinguish fact and opinion

**Skills:** Reading, speaking, writing.

**Time:** 2 Periods (90 min)

### Activities:

Pre task	Task	Post task
Students remember the difference between fact and opinion giving some examples.	<p>Students read some paragraphs in their textbook and circle the correct option to the statements that follow. Students have to choose between fact and opinion.</p> <p>Teacher gives feedback and check answers.</p> <p>Students read some paragraphs in their text book and answer the questions that follow them. The first question is about the main idea of the paragraph. The second and third question test understanding. The fourth question asks to distinguish between fact and opinion.</p> <p>Students compare and discuss their answers in pairs. Teacher gives feedback and check answers.</p>	<p>Students write examples of different facts and opinions using the given phrases on a piece of paper. Students make a ball with their piece of paper and play a snow ball war with the balls, when the teacher says stop each student takes a ball, reads the sentence (fact or opinion) and makes a line one for fact other for opinion. The line that first is ready wins. Students read the sentences and the whole class listens and checks if the sentence is in the correct line.</p> <p>The teacher checks the answers and gives feed back</p>

**Desired outcome:** use sentences to express facts and opinions.

## Task-Based Activity Plan 10

**Class:** Third of Bachillerato

**Topic:** Fact vs. Opinion

**Objectives:** To distinguish fact and opinion

**Skills:** Reading, speaking, writing, listening.

**Time:** 4 Periods (180 min)

### Activities:

Pre task	Task	Post task
<p>The teacher presents the student some phrases (power point) and asks them what comes to their mind when they see those phrases. The teacher explains that those phrases are part of a song that they are going to listen so she asks the students what the song will be about.</p> <p>Students work in groups of four. Teacher gives the lyrics of the song "You haven't seen the last of me" to each group. The teacher has omitted some phrases from the lyrics, so students while listen the song complete its lyrics with the phrases that were presented before.</p>	<p>The teacher explains the students that they are going to read a book which include three small stories. The teacher gives some information about the book.</p> <p>The book is about three women who made three different journeys to the most dangerous places. Each woman chose the journey because it was difficult; each of them knew that she might die. But they overcame all the difficulties.</p> <p>Students read the book "Desert Mountain Sea." by Sue Leather.</p>	<p>In groups of four, students write a paragraph giving their opinion about the story they liked the most. Students have to choose one of the journeys (one story).</p> <p>Students post their paragraphs (opinion) on the wall to be read by their classmates.</p> <p>Finally, in a plenary the whole class discusses about the stories</p>



<p>Teacher checks answers and gives feedback.</p> <p>Students listen and sing the song.</p> <p>Students discuss the following question in groups: Have you ever “felt broken.” How did they overcome the situation?</p> <p>Some students tell their stories to the class.</p>	<p>After reading the story, the students in groups of four answer and complete an exercise worksheet about the stories.</p> <p>Teacher checks answers and gives feedback.</p>	
---	---	--

**Desired outcome:** give an opinion about a story.



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# **APPENDIX 5**

## **Observation Sheet**



**OBSERVATION SHEET: LESSON -----**

**TOPIC:** -----

**ACTIVITY:** -----

**SKILL:** -----

**DESIRED OUTCOME:** -----

**GROUP WORK: (4 students)**

	Group 1 (1-2)		Group 2 (3-4)		Group 3 (5-6)	
	SS do	SS do not	SS do	SS do not	SS do	SS do not
SS participate actively						
SS are engaged/collaborate						
SS use Spanish to communicate						
Students achieved the desired outcome						



**OBSERVATION SHEET: LESSON -----**

**TOPIC:** -----

**ACTIVITY:** -----

**SKILL:** -----

**DESIRED OUTCOME:** -----

	Pair 1		Pair 2		Pair 3		Pair 4		Pair 5		Pair 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively												
SS are engaged/collaborate												
SS use Spanish to communicate												
Students achieved the desired outcome												

	Group 1 (1-2)		Group 2 (3-4)		Group 3 (5-6)	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
SS are engaged/collaborate						
SS use Spanish to communicate						
Students achieved the desired outcome						





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## **APPENDIX 6**

# **Students' Self-evaluation Sheet**



### Students Self-evaluation: Lesson 10

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Listen and complete the song and discuss about it	_____
Read the story	_____
In groups, complete the exercise worksheet about the story	_____
Write and read opinions about the story	_____
Discuss about the story	_____

2. Explain why. Give at least one reasons why you liked that activity the most and why you liked the activity the least

- 
- 

3. Did you participate/collaborate in/with your group?

Most of the time	_____
Sometimes	_____
Rarely	_____
Never	_____

4. Explain. Give two examples/reasons

- 
- 

5. What did you learn from today's English class?

6. How do you feel about your English production in today's class?

Not at all satisfied	_____
Slightly satisfied	_____
Moderately satisfied	_____
Very satisfied	_____
Extremely satisfied	_____

7. Explain. Give two examples/reasons



# **APPENDIX 7**

## **Rubrics**

### **Unit 1**

### **Unit 2**



## Rubric Unit 1

**Paragraph: change the end of the story (the story of the two brothers)**

<b>States the main idea</b>	States the main idea correctly. /1	The main idea is not clear enough. /.5	Doesn't state a clear main idea. /0	/1
<b>Uses supporting sentences</b>	Uses at least 4 relevant supporting sentences that follow a chronological order /4	Uses less than 4 relevant supporting sentences and some follow a chronological order. /2	The supporting sentences are not related to the main idea and do not follow a chronological order. /0	/4
<b>States the conclusion</b>	States the conclusion correctly. /1	The conclusion is not clear enough. /.5	Doesn't state a conclusion. /0	/1
<b>Uses punctuation</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/1
<b>Structure</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/2
<b>Pictures</b>	Uses 5-6 pictures that illustrate the story in a chronological order. /1	Uses less than 5 pictures that illustrate the story in a chronological order. /1	Uses no pictures or pictures do not illustrate the story. /0	/1
<b>Total</b>				<b>/10</b>



## Oral presentation: Folktale's moral

**Paragraph: change the end of the story (the story of the two brothers)**

<b>Pronunciation</b>	All the sentences are correctly pronounced. /4	Some pronunciation mistakes. /2	Too many pronunciation mistakes. (not possible to understand) /1	/4
<b>Fluency</b>	Appropriate fluency. /1	Some overlaps. /.5	Too many overlaps. /0	/1
<b>Contents</b>	All the ideas used explain the content of the paragraph. /3	Some ideas are related to the content of the paragraph. /2	Ideas don't explain the content of the paragraph. /1	/3
<b>Structure</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/2
<b>Total</b>				<b>/10</b>



**Project: Explore the web: Folktale (Written)**

<b>States the main idea</b>	States the main idea correctly. /1	The main idea is not clear enough. /.5	Doesn't state a clear main idea. /0	/1
<b>Uses supporting sentences</b>	Uses at least 4 relevant supporting sentences that follow a chronological order /4	Uses less than 4 relevant supporting sentences and some follow a chronological order. /2	The supporting sentences are not related to the main idea and do not follow a chronological order. /0	/4
<b>States the conclusion</b>	States the conclusion correctly. /1	The conclusion is not clear enough. /.5	Doesn't state a conclusion. /0	/1
<b>Structure and punctuation</b>	Uses correct structure and punctuation. /1	Punctuation is not used in all sentences and some structural mistakes. /.5	Doesn't use punctuation and too many structural mistakes (not possible to understand ideas) /0	/2
<b>States the events of the story in a chronological order</b>	All the events follow a chronological order and make easy to understand the sequence of the story. /2	Some events follow a chronological order and sometimes is not easy to understand the sequence of the story. /1	The events are not clear and do not follow a chronological order. /0	2
Total				/10



(Oral)

<b>Pronunciation</b>	All the sentences are correctly pronounced. /4	Some pronunciation mistakes. /2	Too many pronunciation mistakes. (not possible to understand) /1	/4
<b>Fluency</b>	Appropriate fluency. /1	Some overlaps. /.5	Too many overlaps. /0	/1
<b>Contents</b>	All the ideas used explain the content of the paragraph. /3	Some ideas are related to the content of the paragraph. /2	Ideas don't explain the content of the paragraph. /1	/3
<b>Structure</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/2
Total				/10

**Debate: A folktale's moral (oral)**

<b>Pronunciation</b>	All the sentences are correctly pronounced. /4	Some pronunciation mistakes. /2	Too many pronunciation mistakes. (not possible to understand) /1	/4
<b>Fluency</b>	Appropriate fluency. /1	Some overlaps. /.5	Too many overlaps. /0	/1
<b>Contents</b>	All the ideas are relevant and related to the topic. /3	Some ideas are relevant and related to the topic. /2	The ideas are not relevant and related to the topic. /1	/3
<b>Structure</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/2
Total				/10



**Project: Explore the web: Folktale (Written)**

<b>States the main idea of the story</b>	States the main idea of the story correctly. /1	The main idea is not clear enough. /.5	Doesn't state a clear main idea. /0	/1
<b>States the events of the story in a chronological order</b>	Uses at least 4 events that follow a chronological order to tell the story. /4	Uses less than 4 events and the chronological order is not clear enough. /2	The events are not clear and do not follow a chronological order. /0	/4
<b>States the moral of the story</b>	States the moral according to the events of the story. /1	The moral is not clear enough. (related to the events) /.5	Doesn't state a moral. /0	/1
<b>Uses signal words</b>	Uses signal words to describe events in the story. /1	Sometimes uses signal words to describe events in the story. /.5	Doesn't use signal words to describe events in the story. /0	/1
<b>Structure and punctuation</b>	Uses correct structure and punctuation. /1	Punctuation is not used in all sentences and some structural mistakes. /.5	Doesn't use punctuation and too many structural mistakes (not possible to understand ideas) /0	/1
<b>Creativity</b>	Presents many original and creative elements that are not in other stories. /2	Presents some original and creative elements or presents elements from other stories. /1	Does not present original or creative elements. /.5	/2
				/10





### Role Play (oral)

<b>Pronunciation</b>	All the sentences are correctly pronounced. /2	Some pronunciation mistakes. /1	Too many pronunciation mistakes. (not possible to understand) /0	/2
<b>Fluency</b>	Appropriate fluency./2	Some overlaps. /1	Too many overlaps. /0	/2
<b>Contents</b>	All the story's characters are well represented. /2	Some characters are well represented. /1	Characters are not well represented. /0	/2
	The interpretations of the different events are clear and the story was understood. /4	The interpretations of some events are not clear and the story was not completely understood. /2	The interpretations of the different events are not clear and the story was not understood. /1	/4
Total				/10



**Rubric: Unit 2**

**Paragraph: Desert, Mountain, Sea**

<b>States the main idea</b>	States the main idea correctly (opinion). /1	The main idea is not clear enough (opinion). /1.5	Doesn't state a clear main idea (opinion). /0	/2
<b>Uses supporting sentences</b>	Uses at least 4 relevant supporting sentences. /4	Uses less than 4 relevant supporting sentences. /2	The supporting sentences are not related to the main idea. /0	/4
<b>States the conclusion</b>	States the conclusion correctly. /1	The conclusion is not clear enough. /1.5	Doesn't state a conclusion. /0	/1
<b>Uses punctuation</b>	Uses correct punctuation. /2	Punctuation is not used in all sentences. /1	Doesn't use punctuation (not possible to understand ideas) /0	/1
<b>Structure</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/2
<b>Total</b>				<b>/10</b>



**Debate: Desert, Mountain, Sea**

<b>Pronunciation</b>	All the sentences are correctly pronounced. /4	Some pronunciation mistakes. /2	Too many pronunciation mistakes. (not possible to understand) /1	/4
<b>Fluency</b>	Appropriate fluency. /1	Some overlaps. /1.5	Too many overlaps. /0	/1
<b>Contents</b>	All the ideas are relevant and related to the topic. /3	Some ideas are relevant and related to the topic. /2	The ideas are not relevant and related to the topic. /1	/3
<b>Structure</b>	Uses correct structure. /2	Some structural mistakes. /1	Too many structural mistakes (not possible to understand ideas) /0	/2
Total				/10



**Debate: think fast or plan ahead**

Name	Pronu. / 4	Fluency /1	Content /3	Struct. /2	Particip. /argumes	Total /10
Bernal Cinthya						
Burgos Natalia						
Cabrera Cristina						
Campoverde Jorge						
Cárdenas Paulina						
Castillo Daniela						
Castillo verónica						
Contreras Sol						
Cubero Karen						
Cuesta Cristina						
Espinoza Andre						
Galarza Soledad						
Garrido Juan Diego						
Matovelle Camila						
Mejia Andrea						
Moscoso Alejandra						
Pacheco Paulina						
Reinoso Susana						
Reinoso Karla						
Viteri Domenica						
Vivar Patricia						
Zamora Michelle						
Zeas Andres						
Zhunio Christopher						



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## **APPENDIX 8**

# **Background Questionnaire Results**



## BACKGROUND QUESTIONNAIRE RESULTS

### Edad

Años	Estudiantes (#)	Porcentaje
17	16	67
18	8	33

### Sexo

Sexo	Estudiantes (#)	Porcentaje
Femenino	19	79
masculino	5	21

5. ¿Ha tomado cursos extra-escolares de inglés en algún instituto?

Opción	Estudiantes (#)	Porcentaje
si	9	38
no	15	62

6. Si contestó sí a la pregunta 5, indique por cuánto tiempo estudió esos cursos.

Años	Estudiantes (#)	Porcentaje
3 años	1	11
2 años	3	33
1 año	2	23
4 meses	3	33
total	9	100

7. ¿Cuánto tiempo (en total) ha estudiado inglés?

Años	Estudiantes (#)	Porcentaje
12 años(escuela y colegio)	24	100



8. ¿Cómo evalúa usted su suficiencia general en inglés? (Encierre en un círculo una opción)

Años	Estudiantes (#)	Porcentaje
Excelente	0	0
Buena	16	67
Regular	7	29
Mala	1	4

9. ¿Por qué quiere aprender inglés? (Señale (✓) todas las opciones que apliquen)

Opción	Estudiantes (#)	Porcentaje
interesado/a en el idioma	33	38
interesado/a en la cultura	5	6
tiene amigos que hablan el idioma	4	4
es requisito para su graduación	6	7
lo necesito para mi carrera futura	18	21
lo necesito para viajar	20	23
otro (entretenimiento)	1	1

10. ¿Disfruta usted aprendiendo inglés?

Opción	Estudiantes (#)	Porcentaje
si	22	92
no	0	0
No contesta	2	8
Mala	1	4



11. ¿Cuál ha sido su experiencia favorita en el aprendizaje del inglés?

Opción	Estudiantes (#)	Porcentaje
Entiendo canciones y películas	8	34
Mantener una conversación/ comunicación, debates	12	50
Corrigen en la pronunciación	1	4
ninguna	2	8
Aprender mediante juegos	1	4

12. Mencione dos actividades específicas que usted piensa le han ayudado en el aprendizaje del inglés

Opción	Estudiantes (#)	Porcentaje
Canciones	17	35
películas	15	31
Escuchar a otras personas	2	4
Leer en Inglés	5	10
Viajar	1	2
vocabulario	2	4
dialogar	1	2
Escribir en Inglés	2	4
juegos	2	4
internet	1	2

13. Que actividades disfruta más en sus clases de inglés (Enumere 1= mucho, 5= poco)

Activity	Most		Least	
	# SS	%	# SS	%
Speaking activities	5	25	2	11
Listening activities	4	20	1	5.5
Reading activities	1	5	1	5.5
Writing activities	0	0	4	22
Grammar activities	1	5	5	28
Group activities	6	30	2	11
Whole class activities	3	15	3	17





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## **APPENDIX 9**

# **Observation Sheet Results**



## OBSERVATION SHEET: LESSON 1

**TOPIC:** Paragraph organization

**SKILL:** Reading, speaking, writing

**DESIRED OUTCOME:** use a logical sequence in a paragraph

**GROUP WORK:** (6 groups of 4 students)

	Group 1		Group 2		Group 3	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Complete the paragraph	////////		//////	//	////////	//
2. Order the story	////////		//////	//	////////	
3. Draw picture/retell the story	////////		////////		////	////
4. Tell your story (oral)	////////		////////		////////	
SS are engaged/collaborate						
1. Complete the paragraph	////////		////	////	////	////
2. Order the story	////////		////	////	////////	//
3. Draw picture/retell the story	////////		////////		////////	
4. Tell your story (oral)	////////		////	////	////////	
SS are engaged/collaborate						
1. Complete the paragraph	////////		////////		////////	
2. Order the story	////////		////////		////////	
3. Draw picture/retell the story	////////		////////		////////	
4. Tell your story (oral)						
Students achieved the outcome						
1. Complete the paragraph		X		X		X
2. Order the story	/		/		/	
3. Draw picture/retell the story	/		/		/	
4. Tell your story (oral)	/		/		/	



	Group 4		Group 5		Group 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Complete the paragraph	////////		//	//////	//////	//
2. Order the story	////	////	////	////	//////	//
3. Draw picture/retell the story	////	////	////	////	//////	//
4. Tell your story (oral)	////////		////	////	//////	//
SS are engaged/collaborate						
1. Complete the paragraph	////	////	//	////////	//////	//
2. Order the story	////	////	//	////////	//////	//
3. Draw picture/retell the story	////////		////	////	//////	//
4. Tell your story (oral)	////	////	////////		////////	
SS use Spanish to communicate						
1. Complete the paragraph	////////		////////		////////	
2. Order the story	////////		////////		////////	
3. Draw picture/retell the story	////////		////////		////////	
4. Tell your story (oral)						
Students achieved the outcome						
1. Complete the paragraph	/			X	/	
2. Order the story	/		/		/	
3. Draw picture/retell the story	/		/		/	
4. Tell your story (oral)		X		X	/	

### Observations: (2 times)

- Most SS collaborated because the winners got an extra mark (complete the paragraph, order the story)
- SS used Spanish all the time while working in different activities
- SS "divided" their work, some wrote a paragraph, others drew
- SS didn't say/comment about their classmates' presentations, most didn't pay attention.



## OBSERVATION SHEET: LESSON 2

**TOPIC:** Folktales

**SKILL:** Reading, speaking, writing

**DESIRED OUTCOME:** retell information of a story (folktale)

**GROUP WORK:** (12 groups of 2 students)

	Pair 1		Pair 2		Pair 3		Pair 4		Pair 5		Pair 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively												
1. Discuss their answers	//		//			//		//		//	//	
2. Students check answers		//	//			//		//		//	//	
3. Students retell the story	//		//		//		//		/	/	//	
SS are engaged/collaborate												
1. Discuss their answers	//		//			//		//		//	//	
2. Students check answers		//		//	//		//			//	//	
3. Students retell the story	/	/	//			//	//		/	/	//	
SS use Spanish to communicate												
1. Discuss their answers	//		//		//		//		//		//	
2. Students check answers	//		//		//		//		//		//	
3. Students retell the story	//		//		//		//		//		//	
Students achieved the outcome	/		/		/		/			/	/	

	Pair 7		Pair 8		Pair 9		Pair 10		Pair 11		Pair 12	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively												
1. Discuss their answers	//		//			//	//		//			//
2. Students check answers		//	//		//		//		//			//



3. Students retell the story	//		/	/	//		//		//		/	/
SS are engaged/collaborate												
1. Discuss their answers	//		//		//		//		//			//
2. Students check answers		//		//		//		//		//		//
3. Students retell the story	/	/	/	/	/	/	//		/	/	/	/
SS use Spanish to communicate												
1. Discuss their answers	//		//		//		//		//		//	
2. Students check answers	//		//		//		//		//		//	
3. Students retell the story	//		//		//		//		//		//	
Students achieved the outcome	/		/		/		/		/			/

### Observations: (1 time)

- Most SS used Spanish to ask for help, some asked for help using English
- SS used Spanish all the time while when working in pairs
- Most SS didn't check their answer consciously. They just compared answers
- All the SS presented their story, but in some pairs just one student worked on it
- The biggest problem retelling the story was structural problems, unclear sentences, and punctuation
- 1 pair changed the story instead of retelling it



# **OBSERVATION SHEET: LESSON 3**

**TOPIC:** Folktales

**SKILL:** Reading, speaking, writing

**DESIRED OUTCOME:** change the end of the story

**GROUP WORK:** (6 groups of 4 students)

	Group 1		Group 2		Group 3	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Change and illustrate the end of the story	////////		////////	//	////	////
2. Self-editing	////////		////////	//	////	////
3. Peer- editing	////////		////////		////	////
SS are engaged/collaborate						
1. Change and illustrate the end of the story	////////		////////		////	////
2. Self-editing	////	////	////	////	////	////
3. Peer- editing	////	////	////	////	////	////
SS use Spanish to communicate						
1. Change and illustrate the end of the story	////////		////////		////////	
2. Self-editing	////////		////////		////////	
3. Peer- editing	////////		////////		////////	
Students achieved the outcome						
1. Change and illustrate the end of the story	/		/		/	



	Group 4		Group 5		Group 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Change and illustrate the end of the story	////////		////	////	////////	//
2. Self-editing	////////	//	////	////	////////	//
3. Peer - editing	////////		////	////	////////	//
SS are engaged/collaborate						
1. Change and illustrate the end of the story	////////		////	////	////////	//
2. Self-editing	////////	//	////	////	////////	//
3. Peer - editing	////////		////	////	////////	//
SS use Spanish to communicate						
1. Change and illustrate the end of the story	////////		////////		////////	
2. Self-editing	////////		////////		////////	
3. Peer - editing	////////		////////		////////	
Students achieved the outcome						
1. Change and illustrate the end of the story	/		/		/	




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**Observations: (2 times)**

- Most SS collaborated because to change the end of the story was graded
- SS used Spanish all the time while working in different activities
- SS “divided” their work, some wrote a paragraph, others drew
- Most of the SS did the peer editing and asked about structure, punctuation and vocabulary
- All the SS presented their story, but not all student in the group worked/collaborated on it
- The biggest problems changing the end of the story were structural problems, unclear sentences, and punctuation
- 5 groups got between 8 and 10 marks on their stories, 1 group got 6 since their ideas were not clear. (over /10)
- All the groups wrote imaginative and original ends. They used artistic drawings to illustrate their stories.





## OBSERVATION SHEET: LESSON 4

**TOPIC:** Folktales

**SKILL:** Reading, speaking, writing

**DESIRED OUTCOME:** The moral of a story

**GROUP WORK:** (6 groups of 4 students)

	Group 1		Group 2		Group 3	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Predict a story using pictures	////	////	///	/	//	//
2. Unscramble the story	///		////		///	/
3. Discuss the moral		/	////		////	/
SS are engaged/collaborate						
1. Predict a story using pictures	//	//	//	//	//	//
2. Unscramble the story	////		////	////	////	
3. Discuss the moral	////		//	//	///	/
SS use Spanish to communicate						
1. Predict a story using pictures	////		////		////	
2. Unscramble the story	////		////		////	
3. Discuss the moral						
Students achieved the outcome	The moral wasn't clear, some supporting ideas weren't explained, problems in pronunciation and fluency 6/10		Clear moral, slight pronunciation mistakes 10/10		Ideas were clear. One student showed problems in pronunciation and fluency 9/10	
1. The moral of a story						



	Group 4		Group 5		Group 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Predict a story using pictures		////	//	//		////
2. Unscramble the story	////		////	////	///	/
3. Discuss the moral	//	//	//	//	///	/
SS are engaged/collaborate						
1. Predict a story using pictures		////	//	//		////
2. Unscramble the story	////		////	////	//	//
3. Discuss the moral	//	//	//	//	//	//
SS use Spanish to communicate						
1. Predict a story using pictures	////		////		////	
2. Unscramble the story	////		////		////	
3. Discuss the moral						
Students achieved the outcome	Clear ideas but simple story, good pronunciation and fluency most of the students. 8/10		Few ideas weren't very clear. 9/10		Clear moral, good pronunciation and fluency. 10/10	
1. The moral of a story						



### Observations: (1 time)

- Most SS collaborated because the oral presentation about the moral of the story was graded
- SS used English to interact with the teacher (construct the story using picture), but they used Spanish all the time while working
- SS weren't interested in constructing the story using pictures, it seems that they just participate when they have to (grade work, extra marks)

**Peer editing worksheet:** each oral presentation was observed and commented by two groups who completed the worksheet.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Both groups consider that their presentation was not interesting because they did not explain or give support to the moral.	Both groups liked their presentation, it was clear and interesting.	Both groups agreed that it was a good and clear presentation.	One group considered the presentation interesting, the other thinks that it was not, although they understood everything.	One group thinks that the presentation was not clear because of their pronunciation.	Both groups liked their presentation, it was clear and interesting.
They did not understand everything since the students did not speak clearly.	All the ideas were clear and the arguments give support to the main idea.	They understood everything and the moral was explained clearly.	One group pointed out that the given examples in the presentation make it interesting.	The other group considers that the presentation was interesting because the group used examples from real life	They have a good pronunciation.
The arguments were not clear and did not explain the main idea. Also they repeat the same idea two times.		The students liked the fluency showed by some students in the group.			



## OBSERVATION SHEET: LESSON 5

**TOPIC:** Folktales

**SKILL:** Reading, speaking

**DESIRED OUTCOME:** The moral of a story

**GROUP WORK:** (2 groups of 12 students)

	Group 1 (think fast)		Group 2 (plan ahead)	
	SS do	SS don't	SS do	SS don't
SS participate actively				
1. Discuss and write the moral of the story	////////	//// /	////////	////
2. Discuss about the moral (debate)	////////	////////	////////	///
SS are engaged/collaborate				
1. Discuss and write the moral of the story	////////	////////	////////	////
2. Discuss about the moral (debate)	//// ////	////	////////	//
SS use Spanish to communicate				
1. Discuss and write the moral of the story	//////////		//////////	
2. Discuss about the moral (debate)	//////////		//////////	
Students achieved the outcome	<p>All the students participated in an active way. Just one didn't do it. Most of them gave and answered to arguments, just a few read what they had written/prepared before. (They didn't debate). Most of the students participated more than 4 times.</p> <p>Students were motivated because they wanted to "win" the debate; therefore, they participated actively. Also the debate was graded.</p> <p>The biggest problem the students faced was the correct use of structure, although it was possible to understand their ideas.</p> <p>Some students got nervous about the debate and didn't participate as much as other, but still, they participate at least one time. (rubric)</p>			
1. Debate				



## OBSERVATION SHEET: LESSON 6

**TOPIC:** Folktales

**SKILL:** Reading, speaking, writing, listening

**DESIRED OUTCOME:** an opinion about a story

**GROUP WORK:** (8 groups of 3 students)

	Group 1		Group 2		Group 3		Group 4	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively								
1. Discuss the story	///		/	//	//	/	//	/
2. arrange the story's presentation	///		/	//	///		//	/
3. Present your story orally	///			///	///		///	
SS are engaged/collaborate								
1. Discuss the story	///		/	//	//	/	//	/
2. arrange the story's presentation	///		/	//	///		//	/
3. Present your story orally	///			///	///		///	
SS use Spanish to communicate								
1. Discuss the story	///		///		///		///	
2. arrange the story's presentation	///		///		///		///	
3. Present your story orally	///		///		///		///	
Students achieved the outcome								
1. An opinion about a story	/		/		/		/	



	Group 5		Group 6		Group 7		Group 8	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively								
1. Discuss the story	///		///		//	/	///	
2. arrange the story's presentation	///		//	/	//	/	///	
3. Present your story orally	///		///		///		///	
SS are engaged/collaborate								
1. Discuss the story	///		///		//	/	///	
2. arrange the story's presentation	///		//	/	//	/	///	
3. Present your story orally	///		///		///		///	
SS use Spanish to communicate								
1. Discuss the story	///		///		///		///	
2. arrange the story's presentation	///		///		///		///	
3. Present your story orally	///		///		///		///	
Students achieved the outcome								
1. An opinion about a story	/		/		/		/	

### Observations: (1 time)

- SS used Spanish all the time while working in different activities
- SS "divided" their work, some wrote a paragraph, others drew
- All the SS presented the written work, but one group did not present it orally even though it was graded.
- Not all student in the group worked/collaborate with the story
- The biggest problem with the story was structural problems.



- 6 groups got between 8 and 10 marks on their stories, 1 group got 7 and one 6 over 10; their ideas were not clear and the story was not complete
- All the groups used original pictures to illustrate their stories.

**Peer editing worksheet:** each oral presentation was observed and commented by two groups who completed the worksheet.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Both groups consider that their presentation was interesting and the pictures complement it.  They understood everything and especially they liked the moral of the story.	It was no possible to give an opinion about this group since the group did not present their story because they did not bring the needed materials.	Both groups agreed that it was a good and clear presentation.  They understood everything and the pictures helped them to understand it better .	Both groups liked their presentation, it was clear and pictures helped a lot to understand it.	Both groups understood everything and the pictures helped them to understand it better.	One group thinks that the presentation was not clear because the tense used was not correct.  The other group considers that the presentation was interesting because they like the story.	Both groups consider that their presentation was interesting and the pictures complement it.	Did not present the story to their friends, they were absent

## OBSERVATION SHEET: LESSON 7

**TOPIC:** Folktales

**SKILL:** Reading, speaking, writing

**DESIRED OUTCOME:** Make up a story (folktale)

**GROUP WORK:** (6 groups of 4 students)

	Group 1		Group 2		Group 3	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively 1. Look for your group using a divided picture 2. Create and present a short story using your picture	/// /	/ ///	//// ///	/ /	/// //	/ /
SS are engaged/collaborate 1. Look for your group using a divided picture 2. Create and present a short story using your picture	/// /	/ ///	//// ///	/ /	/// //	/ /
SS use Spanish to communicate 1. Look for your group using a divided picture 2. Create and present a short story using your picture	//// ////		//// ////		/// ///	
Students achieved the outcome 1. Write and present your story	One SS narrated the story and the rest acted, the story was creative and nice. No grammar mistakes, they included a moral 10/10		All of them acted in the role play. Some grammar mistakes, they included a moral 9/10		All of them acted in the role play. The story was creative and nice. Some grammar mistakes, they included a moral 9/10	





	Group 4		Group 5		Group 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. Look for your group using a divided picture	///	/	////		////	
2. Create and present a short story using your picture	///	/	///	/	///	/
SS are engaged/collaborate						
1. Look for your group using a divided picture	///	/	////		////	
2. Create and present a short story using your picture	//	//	///	/	////	
SS use Spanish to communicate						
1. Look for your group using a divided picture	////		////		////	
2. Create and present a short story using your picture	////		////		////	
Students achieved the outcome	One SS narrated the story and the rest acted. Some grammar mistakes and problems with signal words and the moral. 8/10		One SS narrated the story and the rest acted. Some grammar mistake, they included a moral. 9/10		All the SS acted, the story was creative and nice. No grammar mistakes, they included a moral 10/10	
1. Write and present your story						

### Observations: (1 time)

- Almost everybody was engaged and collaborated to find the rest of the group putting the picture together (extra mark)
- All the groups were interested and listened their classmates' stories (extra mark)
- Some SS were afraid of acting
- Most SS enjoyed seeing their friends in the role play



## OBSERVATION SHEET: LESSON 8

**TOPIC:** Fact vs. Opinion

**SKILL:** Reading, speaking, writing, listening

**DESIRED OUTCOME:** Distinguish examples of facts and opinions

**GROUP WORK:** (12 groups of 2 students)

	Pair 1		Pair 2		Pair 3		Pair 4		Pair 5		Pair 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively												
1. Discuss about gossip	//		//		//			//	//			//
2. Read the article and answer the questions	//		//		//		//			//		//
SS are engaged/collaborate												
1. Discuss about gossip	//		//		//			//	//			//
2. Read the article and answer the questions	//		//		//		//			//		//
SS use Spanish to communicate												
1. Discuss about gossip	//		//		//				//			
2. Read the article and answer the questions		//		//		//		//		//		//
Students achieved the outcome												
1. Distinguish examples of facts and opinions												



	Pair 7		Pair 8		Pair 9		Pair 10		Pair 11		Pair 12	
	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively												
1. Discuss about gossip	//		//			//	//			//	//	
2. Read the article and answer the questions		//	//		/	/	/	/		//		//
SS are engaged/collaborate												
1. Discuss about gossip	//		//			//	//			//	//	
2. Read the article and answer the questions		//	//		/	/	/	/		//		//
SS use Spanish to communicate												
1. Discuss about gossip	//		//				//				//	
2. Read the article and answer the questions		//		//		//		//		//		//
Students achieved the outcome												
1. Distinguish examples of facts and opinions												

**Observations: (1 time)**

- Everybody was engaged and collaborated with their group in the game. (extra mark)
- Most of the SS enjoyed the game and were able to differentiate fact and opinion
- Some pair did not work in pairs and did a different activity



## OBSERVATION SHEET: LESSON 10

**TOPIC:** Fact vs. Opinion

**SKILL:** Reading, speaking, writing, listening

**DESIRED OUTCOME:** Give an opinion about a story

**GROUP WORK:** (6 groups of 4 students)

	Group 1		Group 2		Group 3	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. TT presents phrases (PPP)	//	//	//	//	/	///
2. Complete the song	////		////		///	/
3. Sing the song	///	/	//	//	///	/
4. Write a paragraph	///	/	//	//	///	/
SS are engaged/collaborate						
1. TT present phrases (PPP)	///	/	////		//	//
2. Complete the song	///	/	///	/	//	//
3. Sing the song	///	/	//	//	//	//
4. Write a paragraph	///	/	//	//	///	/
SS use Spanish to communicate						
1. TT present phrases (PPP)						
2. Complete the song	////		////		////	
3. Sing the song						
4. Write a paragraph	////		////		////	
Students achieved the outcome	Students were able to give an opinion about the book they read. They clearly stated their opinion in the main idea of a paragraph and gave support to it in their supporting sentences (arguments). Small structural mistakes. 9/10		Students were able to give an opinion about the book they read. They clearly stated their opinion in the main idea of a paragraph and gave support to it in their supporting sentences (arguments). 10/10		Students did not state their point of view clearly in their main idea. Structural mistakes. 8/10	
1. Give an opinion about a story						



	Group 4		Group 5		Group 6	
	SS do	SS don't	SS do	SS don't	SS do	SS don't
SS participate actively						
1. TT presents phrases (PPP)	//	//	////		////	
2. Complete the song	////		////		////	
3. Sing the song	///	/	////		////	
4. Write a paragraph	//	//	//	//	////	
SS are engaged/collaborate						
1. TT present phrases (PPP)	//	//	//	//	////	
2. Complete the song	////		////		////	
3. Sing the song	///	/	//	//	////	
4. Write a paragraph	//	//	//	//	////	
SS use Spanish to communicate						
1. TT present phrases (PPP)						
2. Complete the song	////		////		////	
3. Sing the song						
4. Write a paragraph	////		////		////	
Students achieved the outcome	Students stated their opinion about the book but some supporting ideas were irrelevant and the conclusion was not related to the main idea. 8/10		Students stated their opinion in the main idea but all the supporting details were not supporting it. 6/10		Students gave an opinion about the book they read. They stated their opinion in the main idea of a paragraph but some supporting sentences were not clear/related. 8/10.	
1. Give an opinion about a story						

### Observations: (1 time)

- Almost everybody was engaged and sang the song (extra mark)
- For some students reading a book was challenging, and they mention that it was the first time. Few students found the book boring and simple.
- All of them were able to give an opinion about it, positive and negative comments.



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## **APPENDIX 10**

# **Students' Self-evaluation Results**



### Students Self-evaluation: Lesson 1

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Choose one.

Activity	Most	
	# SS	%
1. Number the paragraphs' details in correct order (book)	3	13
2. Unscramble story (group work)	7	29
3. Draw pictures that show the sequence of the story	11	46
4. Telling your story to your classmates	2	8
5. Classmates' comments	1	4

2. Explain why.

	# SS	%
Using pictures to tell a story makes it more fun, interesting	12	46
I can practice my English telling the story and the teacher can correct my mistakes	2	8
To draw the sequence of the story we have to understand it	1	4
It is easy to learn using pictures	1	4
When working in groups we can learn more	4	15
The story was interesting	3	11
It was fun to unscramble the story	1	4
The activities were different (we did not use the book)	1	4
I could do it	1	4
Total	26	100

3. Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. Number the paragraphs' details in correct order (book)	3	12.5	6	25
2. Unscramble story (group work)	5	21	3	12.5
3. Draw pictures that show the sequence of the story	13	54	0	0
4. Telling your story to your classmates	3	12.5	3	12.5
5. Classmates' comments	0	0	12	50



4. Did you participate in your English class?

	# SS	%
Most of the time	6	24
Sometimes	15	62.5
Rarely	3	12.5
Never	0	0

5. Explain why.

	# SS	%
I am afraid, my English is not good, I don't like to speak in English	7	33
I did not pay attention	2	10
Everybody needs to participate when working in groups	3	14
I understood everything, so I had many ideas	1	5
I do not know so much about the topic	3	14
When I participate I learn more, the teacher can correct me, I improve my English.	4	19
I like this kind of activities, it was easier than other times	1	5
The activities were different (we did not use the book)	21	100
I could do it	1	4
Total	26	100

6. What did you learn from today's English class?

	# SS	%
Find a sequence in a story	9	35
New vocabulary	5	19
Organize a story	4	15
Signal words	4	15
To pronounce some words	1	4
The real story of three pigs	1	4
anything	2	8
The activities were different (we did not use the book)	26	100
I could do it	1	4
Total	26	100





## Students Self-evaluation: Lesson 2

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Choose one.

Activity	Most	
	# SS	%
1. In pairs discuss about folktales statements	8	34
2. Previewing vocabulary from a text	2	8
3. Read the story and make predictions while reading (book)	4	17
4. Check your comprehension (book activities)	2	8
5. Retell the story using your own words	7	29
6. No one	1	4

2. Explain why.

	# SS	%
I enjoy making predictions	3	14
Book activities are easy and I learn something	3	14
Vocabulary is important to understand a story	1	4.5
Making predictions I learnt new words, it is fun	2	9
Discussing in pairs we can practice English	6	27
Retelling a story I can check my comprehension	6	27
I like to express my ideas	1	4.5
Total	22	100

3. Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. In pairs discuss about folktales statements	8	34	2	9
2. Previewing vocabulary from a text	2	8	4	17
3. Read the story and make predictions while reading (book)	4	16	5	22
4. Check your comprehension (book activities)	2	8	3	13
5. Retell the story using your own words	8	34	9	39



4. Did you participate in your English class?

	# SS	%
Most of the time	3	12.5
Sometimes	17	71
Rarely	3	12.5
Never	1	4

5. Explain why.

	# SS	%
I like to participate/ I improve my English	4	17
It is fun/interesting	2	9
I just simply didn't	1	4
I am very nervous, shy, I don't know English, I have a bad pronunciation	9	39
Everybody needs to participate	2	9
I don't like all the activities	1	4
Sometimes I don't have anything to say	1	4
I like English but sometimes I don't like the topics	1	4
I participate when it is just necessary	1	4
Sometimes I don't have the opportunity	1	4
Total	23	100

6. What did you learn from today's English class?

	# SS	%
Retell a story	5	17
New vocabulary	10	33
Use signal words	4	13
Use pictures to illustrate a story	1	3.5
Make predictions	7	23
New expressions	2	7
anything	1	3.5
Total	30	100



### Students Self-evaluation: Lesson 3

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. In groups compare your summaries	4	18	3	13
2. Write a new end for the story	6	27	1	5
3. Use pictures to illustrate your story	10	45	1	5
4. Check your friends stories (peer-editing worksheet)	1	5	7	32
5. Read your classmates feedback (peer-editing worksheet)	1	5	10	45

2. Explain why. Give at least two reasons why you liked that activity the most

	# SS	%
I like to use pictures to explain the story/It is easier	13	32.5
We use our imagination to write a new end	6	15
I improve punctuation	2	5
I learnt new words	2	5
Writing is the best activity	1	2.5
I helped my friends with their paragraphs	2	5
Revising our friends' paragraphs was boring, difficult, confused	6	15
Comparing/checking different paragraphs we can see our mistakes	5	12.5
It is fun to do different things	1	2.5
Stories were nice	1	2.5
I prefer listening activities	1	2.5
Total	40	100



3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	15	68
Sometimes	6	27
Rarely	1	5
Never	0	0

4. Explain. Give two examples/reasons

	# SS	%
I can't write a correct sentence	1	3
I don't understand too much	2	6
I like to practice my English	2	6
I draw pictures and gave some ideas for the end (collaborate)	15	48
It was an interesting class (activity)	5	16
I need to learn more English	1	3
I like to work in groups	3	9
Sometimes I don't have good ideas	2	6
They can work by themselves if the need help they can ask me	1	3
Total	32	100

5. What did you learn from today's English class?

	# SS	%
Pay attention on my mistakes	7	27
New vocabulary	6	23
Check paragraphs	6	23
Verb form	2	8
punctuation	4	15
Improve writing	1	4
Total	26	100



6. How do you feel about your English production in today's class?

	# SS	%
Extremely satisfied	2	9
Very satisfied	11	50
Moderately satisfied	8	36
Slightly satisfied	1	5
Not at all satisfied	0	0

7. Explain. Give two examples/reasons

	# SS	%
I don't like to write	2	7
I am not good inventing stories	1	3
I didn't have the humor	1	3
I am not sure how to correct mistakes	1	3
I am trying to improve	4	13
We could learn from our mistakes	9	28
We had lots of mistakes	1	3
I learnt something new	3	9
I improve punctuation	2	7
I could write my own story	3	9
We had few errors	3	9
Our spelling and punctuation were ok	1	3
Active class	1	3
Total	32	100



### Students Self-evaluation: Lesson 4

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
Predict a story using pictures (presented by your teacher)	9	38	3	13
Unscramble the story in groups	6	25	3	13
Discuss the moral of the story in groups	7	29	2	8
Present your moral orally	2	8	3	12
Listen and comment your friends stories (peer-editing worksheet)	0	0	13	54

2. Explain why. Give at least two reasons why you liked that activity the most.

	# SS	%
It is better/easier/like working in groups	10	25
I can express my ideas	7	17
I can use the language (English)	5	12
It is fun to do different things	7	17
It was interesting to listen/understand my friends' opinions	3	7
I like to create stories (pictures)	5	12
Using pictures I understand better	1	2.5
I like oral tasks	1	2.5
I like games/extra marks	1	2.5
I prefer to read and listen to understand	1	2.5
Total	41	100

3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	15	63
Sometimes	7	29
Rarely	2	8
Never	0	0



4. Explain. Give two examples/reasons

	# SS	%
I enjoy/like working in groups	8	22
The activities were fun most of the time	2	6
I give my ideas (moral/predictions/story)	17	48
I feel comfortable	1	3
I do things that I like/I do not do things if I do not like them	2	6
I do not have a good pronunciation	2	6
I do not know how to say some things	2	6
I do not do any effort	1	3
Total	35	100

5. What did you learn from today's English class?

	# SS	%
A story can have different moral/points of view	2	6
New vocabulary	7	23
How to give different morals	7	23
New stories	3	10
To pronounce some words	2	6
Speaking in front of my classmates	2	6
Predict a story using pictures	3	10
Check/correct my classmates' work	3	10
To listen to my classmates	2	6
Total	31	100

6. How do you feel about your English production in today's class?

	# SS	%
Extremely satisfied	5	21
Very satisfied	13	54
Moderately satisfied	6	25
Slightly satisfied	0	0
Not at all satisfied	0	0



7. Explain. Give two examples/reasons

	# SS	%
I understood my friends morals (interesting)	6	18
I didn't understand some things	1	3
I have to do an effort	2	6
we don't learn anything new	2	6
It was nice to be able to express our ideas	4	11
It is good/nice/interesting to use your imagination to create a story	2	6
I improve spelling and pronunciation	3	9
I do not like to present works orally	1	3
I learnt new words	5	15
I feel comfortable working in groups	2	6
I feel that I gave all my effort	4	11
I was able to correct my friend presentations	2	6
Total	34	100





## Students Self-evaluation: Lesson 5

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. Remember different stories and their moral	3	12	3	12
2. Read the story in your textbook	3	12	9	38
3. Retell the events of the story	1	4	2	8
4. Discuss the moral of the story in groups	2	9	4	17
5. Debate about the moral of the story	15	63	6	25

2. Explain why. Give at least two reasons why you liked that activity the most

	# SS	%
I like to debate about interesting topics	2	6
I like to listen my friends comments	8	23.5
I like to give my ideas/ arguments	8	23.5
In a debate you can use real English	7	20
Understand and answer to the comments	1	3
Everybody could participate	2	6
I don't like to talk, I prefer individual activities	1	3
I prefer to read I learn more in that way	2	6
I like to listen different stories	3	9
Total	34	100

3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	13	54
Sometimes	9	38
Rarely	2	8
Never	0	0



4. Explain. Give two examples/reasons

	# SS	%
I participated in my group but I couldn't do it in the debate	1	2.5
I don't understand too much, so I am afraid to say something	5	13
I like to give/say/participate/speak my ideas	21	54
I wanted to get a good grade	1	2.5
I didn't know too much about the topic	1	2.5
Everybody needs to participate	3	8
My pronunciation isn't good	1	2.5
I helped my classmates	2	5
In a debate you must participate if you want to win	2	5
A debate is a good way to learn	2	5
Total	39	100

5. What did you learn from today's English class?

	# SS	%
To debate/ give my opinion/arguments	17	61
New vocabulary	7	25
Speak fluently	1	3.5
Nothing new	1	3.5
Listen to others	2	7
Total	28	100

6. How do you feel about your English production in today's class?

	# SS	%
Extremely satisfied	8	33
Very satisfied	7	29
Moderately satisfied	6	25
Slightly satisfied	3	13
Not at all satisfied	0	0



7.Explain. Give two examples/reasons

	# SS	%
I could express my ideas	7	24
My classmates understood what I said	1	3
The class was interesting with good ideas	5	17
I have to pay attention	1	3
I make an effort to f need to feel satisfied	1	3
I learnt vocabulary	1	3
I could improve my fluency	3	10
I do not like to speak	1	3
I could understand everything	2	7
I feel comfortable in my group	2	7
I like this class/activity	2	7
I am improving my English	3	10
I need to learn more	1	3
Total	30	100



### Students Self-evaluation: Lesson 6

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. Research on the web about folktales	7	32	5	23
2. Discuss about the story in groups	4	18	1	4
3. Rewrite and draw the story	9	41	2	9
4. Present your story orally	2	9	7	32
5. Listen and comment your friends' stories (peer-editing worksheet)	0	0	7	32

2. Explain why. Give at least one reason why you liked that activity the most and why you liked the activity the least

Most	# SS	%
I like to draw, it helps to understand	5	25
Working in groups is nicer/easier	3	15
Rewriting a story I can use my own words	2	10
Searching on the web is fun, I can learn more	5	25
I can practice English when discussing in groups	2	10
I like oral presentations	2	10
I like to write stories	1	5
Total	20	100

Least	# SS	%
Searching on the web was boring	4	23
I didn't understand my friends, it was boring	3	18
I don't like oral presentations	6	35
I didn't like to discuss	1	6
It is hard to pay attention and grade	1	6
I don't like to comment about my classmates' oral presentations	1	6
I don't like to read	1	6
Total	17	100



3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	12	55
Sometimes	8	36
Rarely	2	9
Never	0	0

4. Explain. Give two examples/reasons

	# SS	%
I don't like to speak	2	5
I give the opportunity to others	3	8
I wrote the story	4	11
I understand the story	1	3
I like to participate	8	21
I gave my opinion	6	16
I can/like to draw	4	11
I can't write very well	1	3
Sometimes I feel bad because I don't know something	1	3
I like to work in groups	2	5
I participate when I have to	1	3
I wanted to get a good grade	2	5
I presented the folktale	1	3
Everybody has to participate	1	3
Total	37	100

5. What did you learn from today's English class?

	# SS	%
To write a summary using the most important ideas	1	3
Nothing	1	3
New folktales	9	30
Vocabulary	7	24
Listen to my friends	2	7
Retell a folktale	3	10
Present a story	2	7
Use my own words to explain a story	1	3
Moral	3	10
Pronunciation	1	3
Total	30	100



6. How do you feel about your English production in today's class?

	# SS	%
Extremely satisfied	6	27
Very satisfied	5	23
Moderately satisfied	8	36
Slightly satisfied	2	9
Not at all satisfied	1	5

7. Explain. Give two examples/reasons

	# SS	%
I learnt stories from different parts of the world	3	10
Drawing is fun	1	3
I don't like to work in groups	2	6
I don't like oral expositions	1	3
I learnt new vocabulary	4	13
I like writing	1	3
I like these activities (different)	4	13
I collaborate	1	3
I like listening to my friends	1	3
I did a good job (oral presentation)	3	10
I understood most of the class	3	10
I like using my own words	1	3
Sometimes I don't understand	1	3
I know I have to learn much more	2	6
We use English	2	6
Each class I feel that I am learning more	1	3
Total	31	100



### Students Self-evaluation: Lesson 7

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. Look for your group using pictures	8	33	2	8
2. Create a short story using a picture	3	13	2	8
3. Discuss the story with your group	1	4	12	50
4. Create and write your own folktales	7	29	2	8
5. Present your story with a role play	5	21	6	25

2. Explain why. Give at least one reason why you liked that activity the most and why you liked the activity the least

Most	# SS	%
I use my imagination/own words, it was new, and fun	15	63
It is fun to see my classmates in a role play	1	4
I like to work in groups	2	8
We had different members in each group/ the way to form the groups was funny	3	13
I like/it is fun to act out	1	4
I like to write	1	4
Using pictures makes things easier	1	4
Total	24	100

Least	# SS	%
I don't like to write/create a story	1	7
Our picture was too simple to create a story	3	20
I prefer to act not to talk	1	7
I didn't like to discuss	5	33
I am not good at acting	2	13
Looking for the member of your group with a picture wasn't interesting	2	13
I don't like to have oral presentations	1	7
Total	17	100



3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	14	59
Sometimes	8	33
Rarely	2	8
Never	0	0

4. Explain. Give two examples/reasons

	# SS	%
To get a grade	2	5
I have to	5	13
I am shy	1	2.5
I gave/helped ideas for the story	12	31
It is hard for me to understand	2	5
I don't like to speak	1	2.5
I read/narrate the story	1	2.5
It is important/I like/I enjoy/ participating	3	8
I acted in the role play	6	15
I can practice English/pronunciation	3	8
I like to use pictures to understand the story	1	2.5
I like these activities	2	5
Total	39	100

5. What did you learn from today's English class?

	# SS	%
New ways to express some ideas (acting)	7	23
New vocabulary	6	19.5
Improve my pronunciation	6	19.5
Telling a story using pictures	1	3
Create a story (folktale)/ use your imagination	7	23
Nothing	1	3
To use linking words	1	3
Consider commas and punctuation while reading	1	3
New stories	1	3
Total	31	100





6. How do you feel about your English production in today's class?

	# SS	%
Extremely satisfied	11	46
Very satisfied	6	25
Moderately satisfied	7	29
Slightly satisfied	0	0
Not at all satisfied	0	0

7. Explain. Give two examples/reasons

	# SS	%
It was an interesting activity/ I like it/ I enjoy it	9	24
I understood everything	2	5
I learnt new things/vocabulary	3	8
It was useful	1	3
I improve my English (pronunciation)	5	13
I use my creativity/own words to create a story	5	13
I enjoy acting	2	5
I collaborate/participate in my group	2	5
I feel that I didn't learn too much	2	5
I don't like to present a task orally	1	3
I don't like to act/ I don't do it very well	3	8
I have to push myself to improve	2	5
Sometimes I don't understand some words	1	3
Total	38	100



### Students Self-evaluation: Lesson 8

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. In pairs discuss the questions about gossip	2	9	4	18
2. Read the article "gossip is for good"	1	5	6	27
3. Plenary about gossip	0	0	9	41
4. Power point presentation (Fact vs. opinion)	0	0	3	14
5. Game: Correct chair (Fact vs. opinion)	19	86	0	0

2. Explain why. Give at least one reason why you liked that activity the most and why you liked the activity the least

Most	# SS	%
We can learn using games/ it was different, easy and fun	19	86.5
It is interesting to listen my friends	1	4.5
Reading is fun	1	4.5
I practice pronunciation and my classmates check my work	1	4.5
Total	22	100

Least	# SS	%
I don't like to talk	2	13
I didn't participate in the plenary	1	7
The plenary was boring	10	66
The plenary is a common activity	1	7
I didn't have too much to say in the plenary	1	7
Total	15	100

3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	13	59
Sometimes	8	36
Rarely	1	5
Never	0	0



4. Explain. Give two examples/reasons

	# SS	%
It was easy/ I like to give an opinion	10	27
It is important to participate, when I practice I learn more	5	13
I like games	3	8
I like English	1	3
The activity showed us if we understood or not	2	5
Everybody had to participate in the game	4	11
In my group I read the text	1	3
Talking is easier than writing	1	3
I liked the topic	2	5
I can practice English/pronunciation	2	5
I gave my opinion just when I was very sure about	1	3
I participate when I have to	2	5
Because I can get good grades	1	3
I can't express my ideas correctly	1	3
I wasn't sure about something	1	3
Total	38	100

5. What did you learn from today's English class?

	# SS	%
The difference between fact and opinion	18	75
New vocabulary	2	8.5
Nothing	2	8.5
Work faster	1	4
About gossip	1	4
Total	24	100

6. How do you feel about your English production in today's class

	# SS	%
Extremely satisfied	10	46
Very satisfied	8	36
Moderately satisfied	4	18
Slightly satisfied	0	0
Not at all satisfied	0	0



The activity showed us if we understood or not	2	5
Everybody had to participate in the game	4	11
In my group I read the text	1	3
Talking is easier than writing	1	3
I liked the topic	2	5
I can practice English/pronunciation	2	5
I gave my opinion just when I was very sure about	1	3
I participate when I have to	2	5
Because I can get good grades	1	3
I can't express my ideas correctly	1	3
I wasn't sure about something	1	3
Total	38	100

5. What did you learn from today's English class?

	# SS	%
The difference between fact and opinion	18	75
New vocabulary	2	8.5
Nothing	2	8.5
Work faster	1	4
About gossip	1	4
Total	24	100

6. How do you feel about your English production in today's class

	# SS	%
Extremely satisfied	10	46
Very satisfied	8	36
Moderately satisfied	4	18
Slightly satisfied	0	0
Not at all satisfied	0	0



7. Explain. Give two examples/reasons

	# SS	%
I learnt about fact and opinion	9	25
I like these activities	1	3
I can improve my English	1	3
We learnt and had fun	12	33
The topic was interesting	3	8
We worked in groups	1	3
I won (the game)	1	3
I can write and speak	2	5
I learnt about gossip	1	3
Anything useful	1	3
I need to improve my English/study harder	3	8
Sometimes I don't understand some words	1	3



### Students Self-evaluation: Lesson 9

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. Remember about fact and opinion using examples	0	0	3	13
2. Read the paragraph in your textbook (Fact vs. opinion)	1	4	4	18
3. Read the paragraph in your textbook and answer the questions	1	4	15	65
4. Write an example in a piece of paper	1	4	1	4
5. Game: Snowball war (Fact vs. opinion)	20	88	0	0

2. Explain why. Give at least one reason why you liked that activity the most and why you liked the activity the least

Most	# SS	%
Playing is funnier than reading and writing, I like to play, the game was funny	12	46
Everybody could participate	3	11.5
We learnt in a different way	7	27
We relaxed for a moment	1	4
I like to read, it is useful	3	11.5
Total	26	100

Least	# SS	%
Reading is not fun/boring	12	80
The readings weren't fun	1	6.3
I don't like my book	1	6.3
I don't like to remember the previous class	1	6.3
Total	15	100

3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	15	65
Sometimes	8	35
Rarely	0	0
Never	0	0



4. Explain. Give two examples/reasons

	#SS	%
It was easy to interact, I had something to say	2	6
I like the activity (whole class activity)	6	17
I like to practice my English	3	8.5
I helped my friends	2	6
I completed the book exercise	3	8.5
I participate in the game, it is important, I like to participate	8	22.5
I learnt better, it is the best way learn (games)	2	6
I wrote my sentences (example)	3	8.5
I understood the topic	1	3
When I participate I got extra marks	2	6
I don't like to talk	1	3
We didn't work in groups	1	3
I can't pronounce some words	1	3
Total	38	100

5. What did you learn from today's English class?

	#SS	%
The difference between fact and opinion	18	75
New vocabulary	3	13
Nothing	1	4
Work faster	1	4
About gossip	1	4
Total	24	100

6. How do you feel about your English production in today's class

	#SS	%
Extremely satisfied	10	43
Very satisfied	8	35
Moderately satisfied	5	22
Slightly satisfied	0	0
Not at all satisfied	0	0



7. Explain. Give two examples/reasons

	# SS	%
I learnt new, lots of things	6	18
I like these activities, it was fun	13	38
I learnt how to identify a fact and an opinion	4	11
I wrote my own sentences	1	3
I could participate	1	3
My pronunciation is improving	1	3
I could understand the class	3	9
I didn't have mistakes in the book exercise	1	3
It is easy to learn in this way (game)	4	12
Total	34	100





### Students Self-evaluation: Lesson 10

Think about today's English class. Please answer the questions with a tick ( ) and, if appropriate, explain your answer.

1. What activity did you like the most? Number the activities (1= like the most, 5= you like the least)

Activity	Most		Least	
	# SS	%	# SS	%
1. Listen and complete the song	11	46	2	8
2. Read the story	1	4	12	50
3. In groups, complete the exercise worksheet about the story	3	13	1	4
4. Write and read opinions about the story	2	8	3	13
5. Discuss about the story	7	29	6	25

2. Explain why. Give at least one reason why you liked that activity the most and why you liked the activity the least

Most	# SS	%
It was fun to sing, I like to sing, I like to listen and understand	10	45.5
We could exchange opinions about the story, it was interesting, I like it	10	45.5
I love to read, it was interesting to read a book in English for the first time	2	9
Total	22	100

Least	# SS	%
Reading is not fun/boring, I don't like to read	7	41
It was boring to write about the book	1	6
I don't like the book	5	29
Giving opinions is not fun	3	18
Some people talked too much and I got bored	1	6
Total	17	100



3. Did you participate/collaborate in/with your group?

	# SS	%
Most of the time	11	46
Sometimes	13	54
Rarely	0	0
Never	0	0

4. Explain. Give two examples/reasons

	# SS	%
It is important to give my opinion, I like it	11	32
I don't know much, I wasn't sure	5	15
I like to practice my English, participating is the best way to learn	6	17
I helped my group	5	15
I sang	2	6
I didn't have much to say	1	3
I don't like debates much	1	3
Some activities were boring	1	3
I need to learn English	1	3
I do when I have to	1	3
Total	34	100

5. What did you learn from today's English class?

	# SS	%
Participate in a debate, exchange opinions	7	30
Improve pronunciation and vocabulary	6	25
Nothing	1	4.5
Summarize a story	1	4.5
New song	1	4.5
Commas are really important when writing a paragraph	1	4.5
Give an opinion about a book using new words	5	22
I need to improve my listening skill	1	4.5
Total	23	100



6. How do you feel about your English production in today's class

	# SS	%
Extremely satisfied	7	29
Very satisfied	7	29
Moderately satisfied	8	34
Slightly satisfied	2	8
Not at all satisfied	0	0

7. Explain. Give two examples/reasons

	# SS	%
I feel that I learnt something	5	17
I was able to give an opinion and use new vocabulary	5	17
I don't like to debate	1	3.5
I know that there are lots of things that I don't know and I need to know	2	7
I didn't have the opportunity to participate	2	7
I didn't improve my vocabulary	1	3.5
I could understand the class	1	3.5
The debate was interesting and useful	3	10
I liked to read a book, it was something new	2	7
I didn't like the class	2	7
We learn from our mistakes (punctuation)	1	3.5
I loved the song	4	14
Total	29	100



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# **APPENDIX 11**

## **Editing worksheets**



**\*Students' self-editing worksheet: paragraphs**

**Name (group):** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Date:** \_\_\_\_\_

✓ **Mechanics**

There is a period, or a question mark after every sentence ----- yes ----- no

Capital letters are used correctly ----- yes ----- no

The spelling is correct ----- yes ----- no

✓ **Content**

The paragraph fits the assignment ----- yes ----- no

The paragraph is interesting to read ----- yes ----- no

The paragraph shows thought and care ----- yes ----- no

✓ **Organization**

The paragraph begins with a topic sentence ----- yes ----- no

The paragraph contains several specific and factual supporting sentences that ----- yes ----- no

Explains or prove the topic sentence. ----- yes ----- no

The paragraph ends with an appropriate concluding sentence ----- yes ----- no

✓

**Grammar and sentence structure**

Subject Missing ----- yes ----- no

Verb Missing ----- yes ----- no

Incorrect verb form ----- yes ----- no

Incorrect forms of Do, Be, and have ----- yes ----- no

Incorrect word order ----- yes ----- no

Lack of subject-verb agreement ----- yes ----- no

Unclear ----- yes ----- no

Misspelled words ----- yes ----- no

Others: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I checked my paragraph and I found \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ errors.

Number of errors found and corrected \_\_\_\_\_

\*Adapted from Book: Writing Academic English



**\*Scoring Rubric: paragraphs**  
**Peer-editing**

**Name (group):** -----

**Topic:** -----

**Date:** -----

✓ **Mechanics**

There is a period or a question mark after every sentence / 5 -----

Capital letters are used correctly / 5 -----

The spelling is correct / 5 -----

✓ **Content**

The paragraph fits the assignment / 2 -----

The paragraph is interesting to read / 2 -----

The paragraph shows thought and care / 1 -----

✓ **Organization**

The paragraph begins with a topic sentence / 2 -----

The paragraph contains several specific and factual supporting sentences that  
Explains or prove the topic sentence. / 6 -----

The paragraph ends with an appropriate concluding sentence / 2 -----

✓ **Grammar and sentence structure**

**/10** \_\_\_\_\_

Subject Missing -----

Verb Missing -----

Incorrect verb form -----

Incorrect forms of Do, Be, and have -----

Incorrect word order -----

Lack of subject-verb agreement -----

Unclear -----

Misspelled words -----

Others: -----

-----

-----

I checked my paragraph and I found -----, -----, -----  
-----, -----, -----, ----- errors.

\*Adapted from Book: Writing Academic English



**\* Peer-editing worksheet: paragraphs**

**Name (group):** -----

**Topic:** -----

**Date:** -----

1. Is the paragraph interesting? ----- yes ----- no

Write a comment about a part that is especially interesting to you

-----  
-----

2. Do you understand everything? ----- yes ----- no

Circle or underline any part that you do not understand, and write a comment about it

-----  
-----

3. Copy the topic sentence here

-----  
-----

4. How many supporting sentences are there in the paragraph?

-----  
-----

5. Is there anything unnecessary or that seems “off the topic”?

----- yes ----- no

If your answer is yes, write down what would you like to know more about

-----  
-----

6. If the paragraph has a concluding sentence, copy it here

-----  
-----

7. In your opinion, what is the best feature of this paragraph?

-----  
-----

\*Adapted from Book: Writing Academic English



**\* Peer-editing worksheet: oral presentation**

**Name (group):** -----

**Topic:** -----

**Date:** -----

1. Is the oral presentation interesting? ----- yes ----- no

Write a comment about a part that is especially interesting to you

-----  
-----  
-----

2. Do you understand everything? ----- yes ----- no

Which part you do not understand, and write a comment about it

-----  
-----  
-----

3. What is the main idea of their presentation?

-----  
-----  
-----

4. Do the supporting sentences explain the main idea or give clear examples?

----- yes ----- no

5. Is there anything unnecessary or that seems "off the topic"?

----- yes ----- no

If your answer is yes, write down what would you like to know more about

-----  
-----  
-----

6. In your opinion, what is the best feature of this presentation?

-----  
-----  
-----

**Names:**-----

\*Adapted from Book: Writing Academic English





## **APPENDIX 12**

### **Pre-Posttest results**

**Unit 1**

**Unit 2**

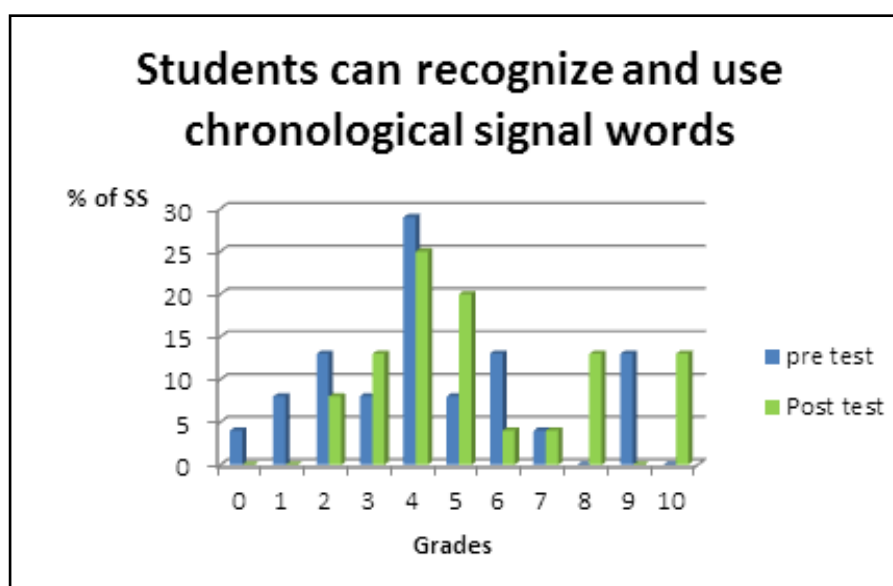


**Pre – Posttests results (percentage/ mean)**

**Unit 1 (24 students)**

1. Students can recognize and use chronological signal words

Grades /10	Pre test		Post test	
	# SS	%	# SS	%
0	1	4	0	0
1	2	8	0	0
2	3	13	2	8
3	2	8	3	13
4	7	29	6	25
5	2	8	5	20
6	3	13	1	4
7	1	4	1	4
8	0	0	3	13
9	3	13	0	0
10	0	0	3	13

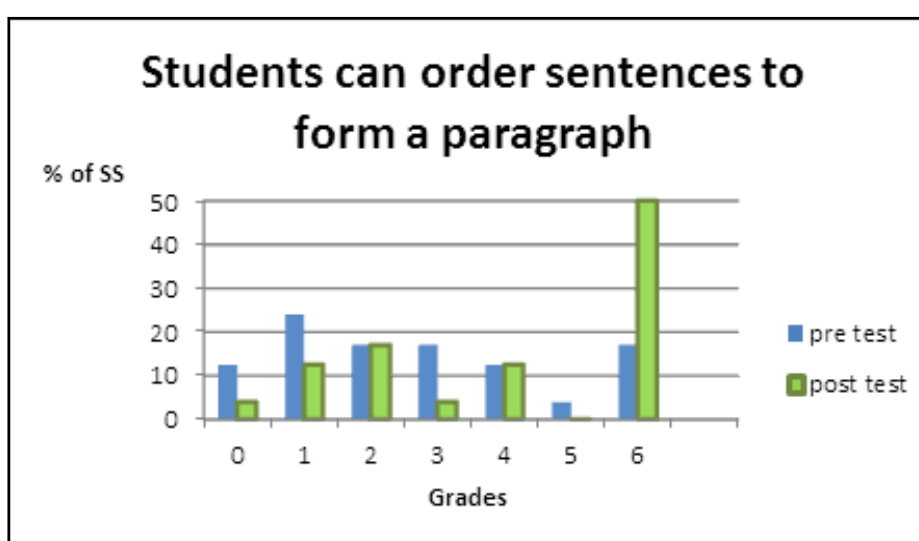


	Pre test	Post test
<b>Mean</b>		
<b><math>M = \sum X/N</math></b>	4,3	5,3



2. Students can order sentences to form a paragraph

Grades /6	Pre test		Post test	
	# SS	%	# SS	%
0	3	12,5	1	4
1	5	24	3	12,5
2	4	17	4	17
3	4	17	1	4
4	3	12,5	3	12,5
5	1	4	0	0
6	4	17	12	50



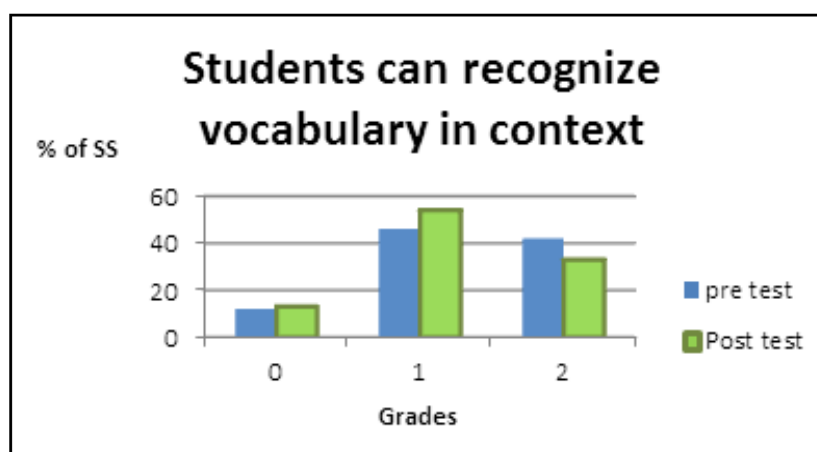
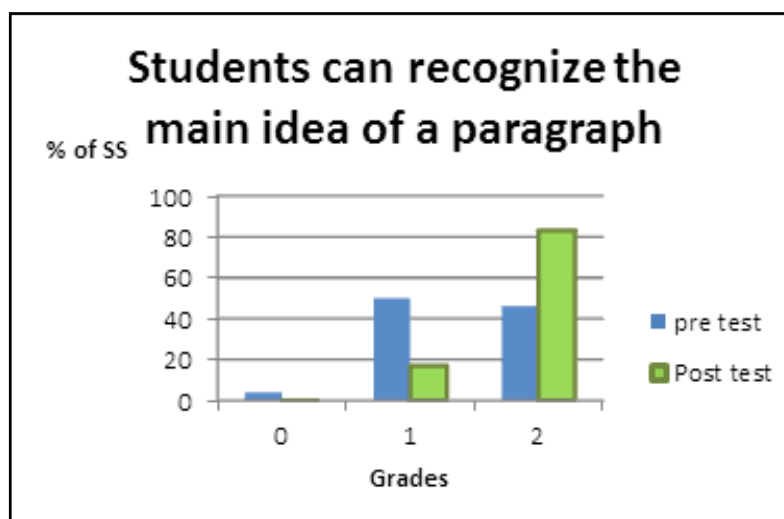
	Pre test	Post test
Mean $M = \sum X/N$	2,75	4,08

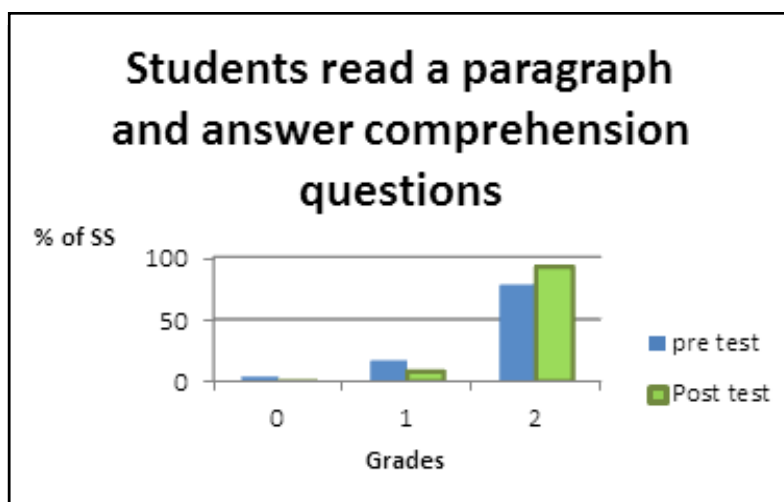
3. Students read a paragraph and

Pre test grades /2						
Opción	0		1		2	
	# SS	%	# SS	%	# SS	%
Recognize the main idea	1	4	12	50	11	46
Understand vocabulary in context	3	12	11	46	10	42
Answer comprehension questions	1	4	4	17	19	78



Post test grades/2						
Recognize the main idea	0	0	4	17	20	83
Understand vocabulary in context	3	13	13	54	8	33
Answer comprehension questions	0	0	2	8	22	92

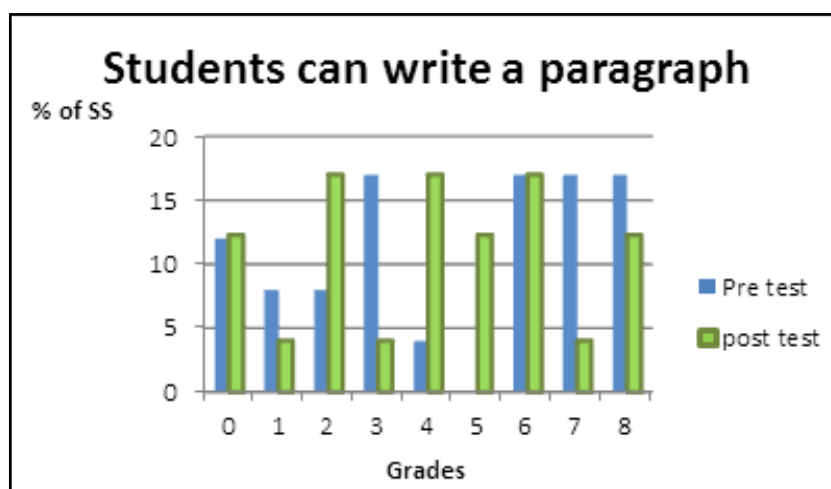




Opción	Mean $M = \sum X/N$	
	Pre test /2	Post test/2
Recognize the main idea	1,41	1,83
Understand vocabulary in context	1,29	1,20
Answer comprehension questions	1,75	1,91

4. Students can read and understand a folktale write the moral of it in a paragraph including a main idea, supporting sentences, conclusion, regarding structure and punctuation.

Grades/8	Pre test		Post test	
	# SS	%	# SS	%
0	3	12	3	12,3
1	2	8	1	4
2	2	8	4	17
3	4	17	1	4
4	1	4	4	17
5	0	0	3	12,3
6	4	17	4	17
7	4	17	1	4
8	4	17	3	12,3



	Pre test		Post test	
Problem	# SS	%	# SS	%
<b>Paragraph</b>				
Good/Clear	9	38	8	33
Unclear	10	42	9	38
No paragraph	3	12	3	12.5
Just states the main idea	1	4	1	4
Paragraph is not what was asked (summary)	1	4	3	12.5
<b>Main idea</b>				
Good/Clear	13	62	14	82
Unclear/incomplete	6	29	3	18
Without a main idea	2	9		
<b>Supporting Sentences</b>				
3 good supporting sentences stated	8	40	6	35
3 supporting sentences stated with some mistakes	4	20	2	12
2 supporting sentences				
Supporting sentences are not related to the main idea/irrelevant	1	5	3	18
Unclear sentences	7	35	6	35
<b>Conclusion</b>				
Good/Clear	10	48	11	65
Unclear/incomplete	6	28	5	29
Without a conclusion	2	10	1	6
Conclusion is not related to the main idea	3	14		
<b>Punctuation</b>				
Use punctuation correctly	9	45	8	47
Punctuation omission/mistakes	11	55	9	53
Structure mistakes				
No possible to understand	8	67	5	50

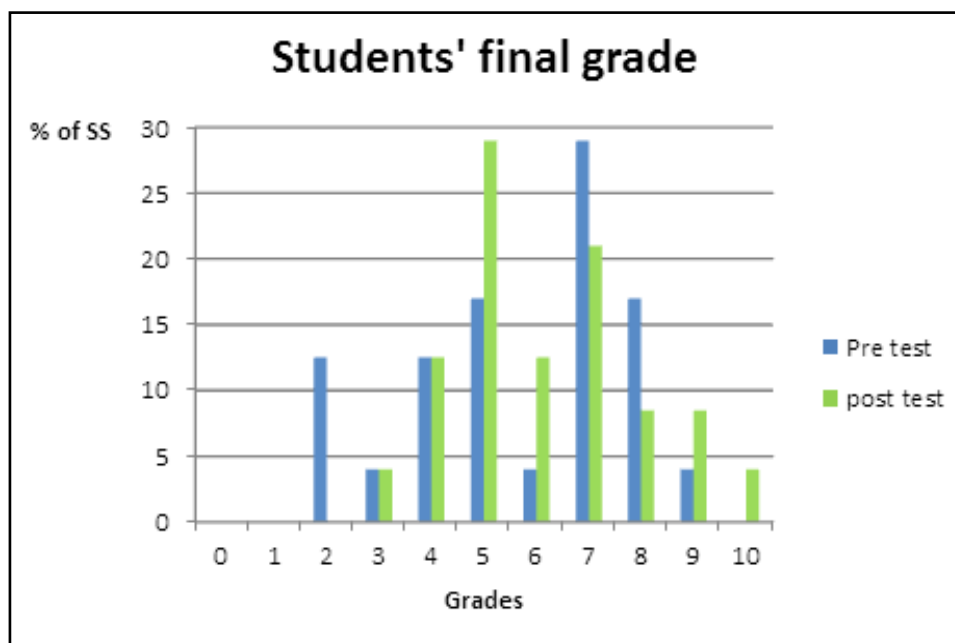


Possible to understand	4	33	5	50
<b>Vocabulary</b>				
Problems spelling/using vocabulary	2	10	3	13
Use vocabulary correctly	20	90	20	87

	Pre test	Post test
<b>Mean</b> $M = \sum X/N$	4,58	4,08

### Students' final grade

Grades /10	Pre test		Post test	
	# SS	%	# SS	%
0	0	0	0	0
1	0	0	0	0
2	3	12,5	0	0
3	1	4	1	4
4	3	12,5	3	12,5
5	4	17	7	29
6	1	4	3	12,5
7	7	29	5	21
8	4	17	2	8,5
9	1	4	2	8,5
10	0	0	1	4



	Pre test	Post test
<b>Mean</b> $M = \sum X/N$	5,70	6,12

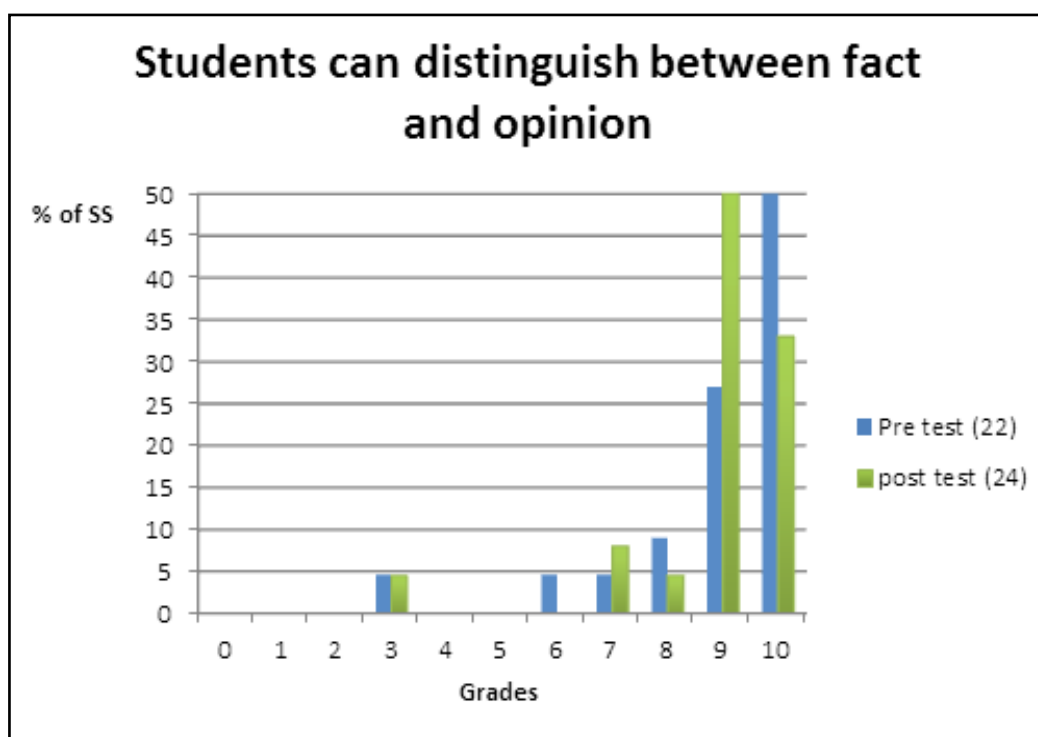


## Pre – Posttests results (percentage/ mean)

### Unit 2

1. Students can recognize and use chronological signal words

Grades /10	Pre test		Post test	
	# SS	%	# SS	%
0	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	1	4,6	1	4,5
4	0	0	0	0
5	0	0	0	0
6	1	4,6	0	0
7	1	4,6	2	8
8	2	9	1	4,5
9	6	27	12	50
10	11	50	8	33



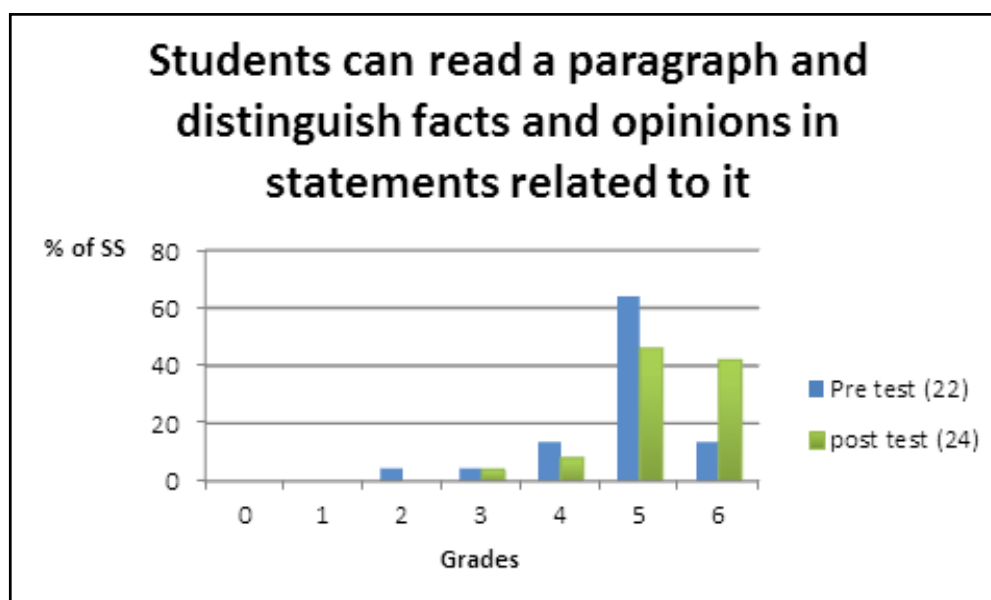
	Pre test	Post test
Mean $M = \sum X/N$	8,90	8,88





2. Students can read a paragraph and distinguish facts and opinions in statements related to it

Grades /6	Pre test		Post test	
	# SS	%	# SS	%
0	0	0	0	0
1	0	0	0	0
2	1	4,5	0	0
3	1	4,5	1	4
4	3	13,5	2	8
5	14	64	11	46
6	3	13,5	10	42



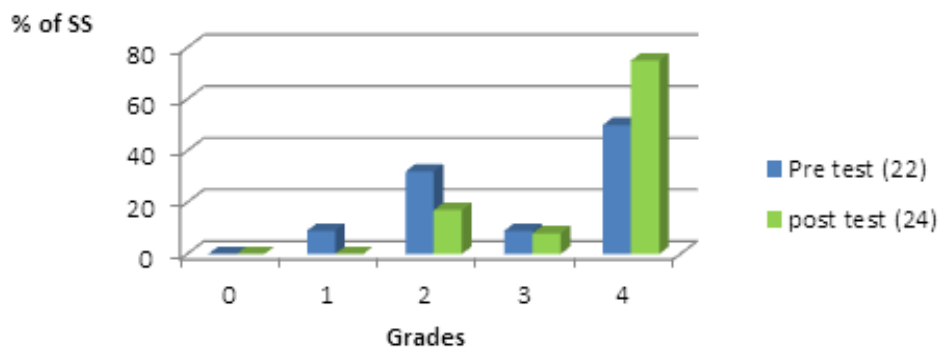
	Pre test	Post test
<b>Mean</b> <b><math>M = \sum X/N</math></b>	4,77	5,25

3. Students can read a paragraph and distinguish facts and opinions related to it

Grades /4	Pre test		Post test	
	# SS	%	# SS	%
0	0	0	0	0
1	2	9	0	0
2	7	32	4	17
3	2	9	2	8
4	11	50	18	75



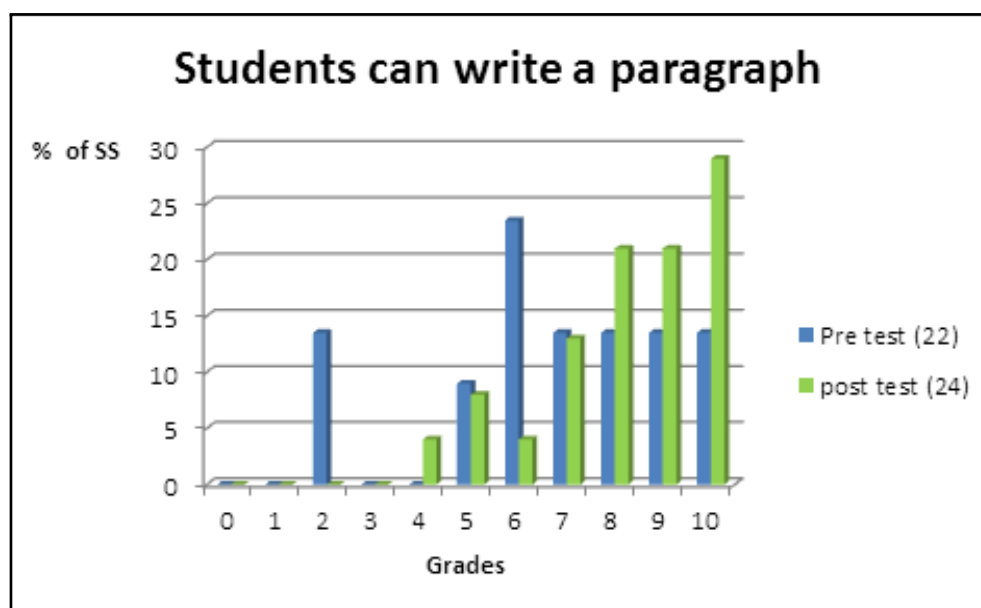
## Students can read a paragraph and distinguish facts and opinions related to it



	Pre test	Post test
Mean $M = \sum X/N$	3	3,58

4. Students can read a text (city living) and give an opinion about it in a paragraph (main ideas, 3 supporting sentences, and a conclusion)

Grades /10	Pre test		Post test	
	# SS	%	# SS	%
0	0	0	0	0
1	0	0	0	0
2	3	13,5	0	0
3	0	0	0	0
4	0	0	1	4
5	2	9	2	8
6	5	23,5	1	4
7	3	13,5	3	13
8	3	13,5	5	21
9	3	13,5	5	21
10	3	13,5	7	29



	Pre test	Post test
Mean $M = \sum X/N$	6,72	8,16

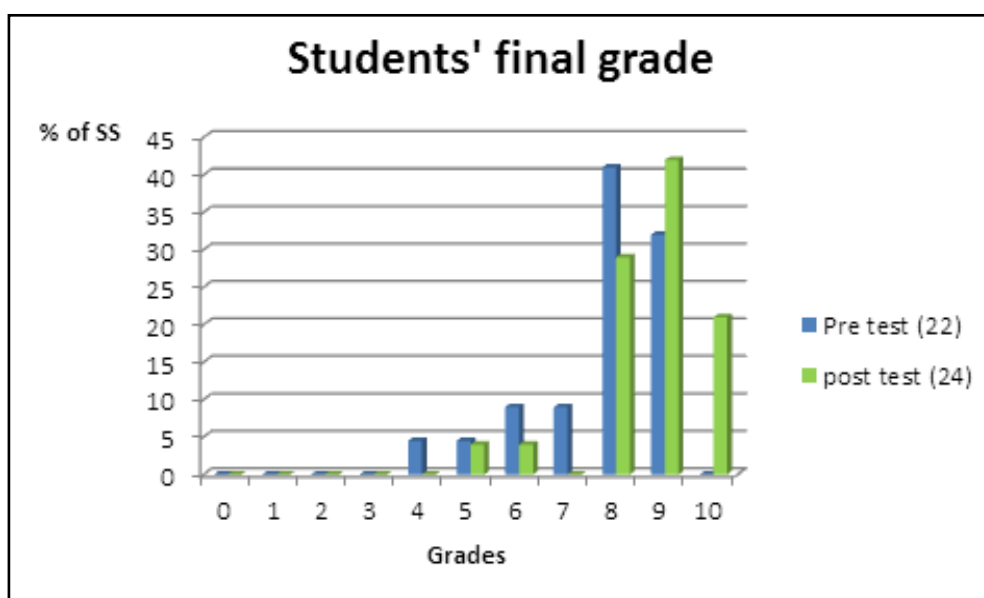
Problem	# SS	%	# SS	%
<b>Paragraph</b>				
Good/Clear	10	45	17	71
Unclear	12	55	7	29
<b>Main idea</b>				
Good/Clear	16	73	19	79
Unclear/incomplete	5	23	4	17
Without a main idea	1	4	1	4
<b>Supporting Sentences</b>				
3 good supporting sentences stated	11	50	13	55
3 supporting sentences stated with some mistakes	4	18	6	24
2 supporting sentences	1	5	2	8
Supporting sentences are not related to the main idea/irrelevant	2	9	0	
Unclear sentences	4	18	3	13
<b>Conclusion</b>				
Good/Clear	11	50	20	84
Unclear/incomplete	9	41	2	8
Without a conclusion	2	9	2	8
<b>Punctuation</b>				



Use punctuation correctly	15	68	18	75
Punctuation omission/mistakes	7	32	6	25
Structure mistakes				
No possible to understand	11	50	12	50
Possible to understand	11	50	12	50

### Students' final grade

Grades /10	Pre test		Post test	
	# SS	%	# SS	%
0	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	4,5	0	0
5	1	4,5	1	4
6	2	9	1	4
7	2	9	0	0
8	9	41	7	29
9	7	32	10	42
10	0	0	5	21



	Pre test	Post test
<b>Mean</b> $M = \sum X/N$	7,72	8,62